CAMBRIDGE
OCR

Specification

Cambridge Advanced National in Mental Health: Individuals and Society

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced National in Mental Health: Individuals and Society

Certificate | H098
Extended Certificate | HI98
For first teaching in 2026

Version 2.0 | September 2025
ocr.org.uk/cambridge-advanced-nationals

CAMBRIDGE
ADVANCED
NATIONALS

About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series.

You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via Teach Cambridge.

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

Are you using the latest version of this specification?

The latest version of our specifications will always be on our website and may differ from printed versions. We will inform centres about changes to specifications.

Tell us what you think

Your feedback plays an important role in how we develop, market, support, and resource qualifications now and into the future. We want teachers and students to enjoy and get the best out of our qualifications and resources, but to do that we need honest opinions to tell us whether we're on the right track or not. That's where you come in.

You can email your thoughts to support@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

Specification updates

Key changes have been listed below:

Section	Change	Version and date of issue
	Draft specification	Version 1
Qualification titling	Removal of '&' in title and replace with 'and', plus add 'and Wellbeing' to F402 title on page 22	Version 2 September 2025

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1 Qualifications at a glance

1.1 Qualification structures

Key to units for these qualifications:

EA = External Assessment	We set and mark the exams for these units.
NEA = Non Examined Assessment	We set the assignment for these units. You assess the assignment and we moderate the assessment.
M = Mandatory	Students must complete these units.
O = Optional	Students must complete some of these units.
GLH = Guided Learning Hours	The teacher contact time needed to teach the content, plus the assessment time for the unit.

Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Certificate)

For this qualification, students must complete 2 units:

- One mandatory externally assessed unit
- One mandatory NEA unit

Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Extended Certificate)

For this qualification, students must complete 5 units:

- Two mandatory externally assessed units
- Two mandatory NEA units
- One optional NEA unit

Unit no	Unit title	Unit ref no (URN)	Guided learning hours (GLH)	Assessment method	Certificate	Extended Certificate
F400	Fundamentals of mental health and the individual	R/651/7394	90	E	M	M
F401	Mental health, wellbeing and society	T/651/7395	60	E	-	M
F402	Supporting and promoting mental health and wellbeing in organisations	Y/651/7396	90	N	M	M
F403	Community-based support for mental health and wellbeing	A/651/7397	60	N	-	M
F404	Supporting mental health and wellbeing with physical activity	D/651/7398	60	N	-	O
F405	Supporting mental health and wellbeing with outdoor and creative activities	F/651/7399	60	N	-	O

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1.2 Comparison between the Cambridge Advanced Nationals Qualifications and the Level 3 Cambridge Technicals qualification model

	Area of comparison	Approach used in these Level 3 Cambridge Advanced Nationals qualifications	Approach used in the Level 3 Cambridge Technicals qualification model	Reasons for the change
1	The size of the qualifications	Qualifications are available in two sizes • 150/180 GLH • 360 GLH The 180 GLH qualification includes nested units from the 360 GLH qualification.	There is no Level 3 Cambridge Technical qualification for this subject.	For this subject, the Department for Education allows: • a maximum size of 360 GLH for these qualifications. • a maximum of two qualification sizes.
2	Number and duration of external assessments	180 GLH qualification: • One externally assessed unit • Exams are 1 hour 15 minutes (depending on the unit) 360 GLH qualification: • Two externally assessed units • Exams are 1 hour 15 or 1 hour 45 minutes (depending on the subject).	There is no Level 3 Cambridge Technical qualification for this subject.	It is an Ofqual requirement to have 40% external assessment in these qualifications. The exam design is intended to aid accessibility and encourage student engagement while easing the exam burden for students and timetabling.
3	Format of the exam	Each exam is available in January and June and is paper-based.	There is no Level 3 Cambridge Technical qualification for this subject.	It is an Ofqual requirement to have two assessment opportunities per assessment.
4	Setting the NEA assignment	We will set all NEA assignments.	There is no Level 3 Cambridge Technical qualification for this subject.	This is a requirement of our Regulator, Ofqual.
5	Lifespan of the assignment	Each assignment will remain live for **two** years, with a new assignment being released every year.	There is no Level 3 Cambridge Technical qualification for this subject.	This is a requirement of our Regulator, Ofqual.

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6	The approach to achieving unit grades on the NEA units and its impact on qualification outcomes	These take a 'compensatory' approach. This means that: • the unit grade students achieve is based on the **total** number of criteria achieved for that unit. • the total number can come from any combination of the pass, merit or distinction criteria. • students do not have to achieve all criteria for a grade to achieve that grade (e.g. all pass criteria to achieve a unit pass). • if students do not achieve enough total criteria for a unit pass, the criteria they do achieve will still earn uniform marks (UMS) which will count towards their qualification outcome. • The qualification outcome is based on the combined total UMS achieved for all units. This means that students may still pass the qualification if they achieve enough total marks, even if they do not pass all units. Every mark counts!	These take a 'hurdles' approach. This means students must achieve: • all pass criteria to achieve a unit pass • all pass and merit criteria to achieve a unit merit. • all pass, merit and distinction criteria to achieve a unit distinction. • At least a pass for each NEA unit to achieve the qualification (along with at least a near pass in the examined unit/s).	The Cambridge Advanced Nationals qualifications are designed for academic progression. A compensatory approach rewards students for what they can do by combining marks achieved to calculate a qualification outcome.
7	Number of NEA Assessment Criteria	Each NEA unit of the same size has a fixed and consistent number of pass, merit and distinction assessment criteria, within and across qualifications.	The number of pass, merit and distinction assessment criteria differs across units and qualifications.	This is to: • ensure a consistent approach to the awarding of units within each qualification and across qualifications in the suite. • aid familiarity of approach for teachers and students.
8	NEA Assessment Criteria design	There will be 22 or 28 assessment criteria for each NEA unit. Each assessment criterion is designed to: • assess one discrete task or activity	There may be fewer assessment criteria for each unit, but these are typically broader, and may assess	This is to: • ensure clarity of requirements for students in the form of

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		• provide a yes/no approach to decision-making and achievement.	several tasks or activities in one criterion.	discrete tasks or activities that they should evidence • simplify decision-making for teachers assessing students' work.
9	Introduced Performance Objectives for each unit	Each exam question and each Assessment Criterion in the NEA units is mapped to one of our four performance objectives.	These qualifications do not contain performance objectives.	To aid consistency of approach and demand to exams and assignments over time.
10	Moderation opportunities for the NEA assignments	Moderation is available twice each year in windows.	Moderation is available on-demand.	Typically, Level 3 Cambridge Advanced Nationals will be delivered in two years. This allows you the opportunity for two free moderation activities in each academic year.
11	Moderation approach	Moderation takes the form of face-to-face or virtual visits between the centre and our moderator.	Moderation takes the form of face-to-face or virtual visits between the centre and our moderator.	We have kept this the same to reflect the most requested approach to moderation from centres since the pandemic This is to ease the moderation burden on centres, while still providing direct interaction with our moderator.
12	SAMs for NEA	Sample assignments are available for you to use as practice materials with students.	We do not provide sample assignments for practice purposes.	This is to ensure that students have access to sample assessment material for both the EA and NEA units.

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2 Why choose Cambridge OCR?

Choose Cambridge OCR and you have the reassurance that you are working with one of the UK's leading examination boards.

We work with teachers, employers and universities to create qualifications that support the needs of all students and help prepare them for their future. We offer A Levels, GCSEs, vocational qualifications and other academic options to schools, colleges, workplaces, and other organisations.

We are part of Cambridge University Press & Assessment, Europe's largest assessment agency and a department of the University of Cambridge. We play a leading role in developing and delivering assessments worldwide, operating in over 150 countries. We listen. The decisions we make when we develop our specifications are based on teacher and student feedback. To tell us more about your experiences of teaching Cambridge OCR, join our teacher panel and help shape the future of our qualifications.

2.1 Our specifications

We provide specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. Our specifications are designed to be straightforward to deliver and accessible for students. The design allows you to tailor the delivery of the course to suit your needs.

2.2 Our support

We provide a range of support services to help you at every stage, from preparation to delivery:

- A wide range of high-quality creative resources including resources created by leading organisations in the industry.
- Textbooks and teaching and learning resources from leading publishers. The Cambridge Advanced Nationals page on our website has more information about all the published support for the qualifications that we have endorsed.
- Professional development for teachers to meet a range of needs. To join our training (either face-to-face or online) or to search for training materials, go to the Professional Development page on our website.
- Active Results which is our free results analysis service. It helps you review the performance of individual students or whole groups.
- ExamBuilder which is our free question-building platform. It helps you to build your own tests using past OCR exam questions.
- Our Subject Advisors, who give information and support to centres. They can help with specification and non examined assessment (NEA) advice, updates on resources developments and a range of training opportunities. They use networks to work with subject communities and share ideas and expertise to support teachers.

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2.2.1 More help and support

Whether you are new to us or already teaching with us, you can find useful information, help and support on our website. Or get in touch:

support@ocr.org.uk

@ocrexams

01223 553998

2.3 People and Planet

We are part of Cambridge University Press & Assessment, which has clear commitments to champion sustainability, diversity, trust and respect for our people and planet.

We are committed to supporting a curriculum that helps young people develop an ethical view of the world. This enables them to take social responsibility, understand environmental issues and prepare them for the green jobs of the future.

Our equality, diversity, inclusion and belonging principles are that we:

- are respectful and considerate
- celebrate differences and promote positive attitudes to belonging
- include perspectives that reflect the diverse cultural and lifestyle backgrounds of our society
- challenge prejudicial views and unconscious biases
- promote a safe and supportive approach to learning
- are accessible and fair, creating positive experiences for all
- provide opportunities for everyone to perform at their best
- are contemporary, relevant and equip everyone to live and thrive in a global, diverse world
- create a shared sense of identity in a modern mixed society with one humanity.

To learn more, including our work on accessibility in our assessment materials, visit our People and Planet page.

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2.4 Aims and learning outcomes

Our Cambridge Advanced Nationals in Mental Health: Individuals and Society will encourage students to:

- develop key knowledge, understanding and skills, relevant to the subject
- think creatively, innovatively, analytically, logically and critically
- develop valuable communication skills that are important in all aspects of further study and life
- develop transferable learning and skills, such as communication, planning, presentation and research skills, that are important for progression to HE and can be applied to real-life contexts and work situations
- develop independence and confidence in applying the knowledge and skills that are vital for progression to HE and relevant to the health and social care sector and more widely.

2.5 What are the key features of this specification?

The key features of our Cambridge Advanced Nationals in Mental Health: Individuals and Society for you and your students are:

- a simple and intuitive assessment model, that has:
    - externally assessed units, which focus on subject knowledge and understanding
    - applied non examined assessment units (NEA)
    - optional NEA units to provide flexibility
- a specification developed with teachers specifically for teachers. The specification lays out the subject content, assessment criteria, teacher guidance and delivery requirements clearly
- a flexible support package made based on teachers' needs. The support package will help teachers to easily understand the qualification and how it is assessed
- a team of Subject Advisors who directly support teachers
- a specification designed to:
    - complement A Levels and/or other Level 3 qualifications in a Post-16 study programme
    - develop wider transferable skills, knowledge and understanding desired by HEIs. More detail about the transferable skills these qualifications may develop is in Section 6.3.

All Cambridge Advanced National qualifications offered by Cambridge OCR are regulated by Ofqual, the Regulator for qualifications offered in England.

The qualification numbers for our Cambridge Advanced Nationals in Mental Health: Individuals and Society are:

- Certificate: 610/6212/1
- Extended Certificate: 610/6213/3

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2.6 Acknowledgements

We would like to acknowledge the following Higher Education Providers for their input and support in designing these qualifications:
Anglia Ruskin University
Nottingham Trent University
Royal Holloway University of London
University of Bradford
University of Wolverhampton
University of York

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3 Qualification overview

3.1 Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Certificate) overview

Qualification number	610/6212/1
First entry date	01 September 2026
Guided learning hours (GLH)	180
Total qualification time (TQT)	230
Entry code	H098
Approved age range	16-18, 18+, 19+
Offered in	England only
Performance table information	This qualification is designed to meet the Department for Education's requirements for qualifications in the Alternative Academic Qualifications category of the 16-19 performance tables.
Eligibility for funding	This qualification meets funding approval criteria.
UCAS points	This qualification is recognised in the UCAS tariff tables. You'll find more information on the UCAS website.
This qualification is suitable for students who:	• are age 16-19 and on a full-time study programme • want to develop applied knowledge and skills in mental health and wellbeing • want to progress onto other related study, such as higher education courses in mental health and wellbeing, public health and community studies and environmental health.
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification
Qualification requirements	Students must complete two units: • one externally assessed unit • one NEA unit
Registering students and making entries	You must: • register each student for the subject at the start of the course. You will need to do this before you can make unit entries. The registration code is A019. • make exam and NEA unit entries for the relevant assessment series. • make qualification certification entries in the final series at the end of the course.

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Assessment method/model	Unit F400 is assessed by an exam and marked by us. You will assess the NEA unit and we will moderate it. • NEA assignments are live for two years. The front cover of each assignment shows the intended student cohort. • You must use and submit work for the live assignment during the period when that assignment is live. We strongly recommend you use the set assignment that is released in the same calendar year as the new cohort starts. This ensures that students have two years to use the assignment. It gives them access to a resubmission opportunity if needed during their study of the qualification. For example, a cohort starting a two-year course in September 2026 should use the set of assignments labelled for 2026-2028. You should avoid allowing new cohorts to use assignments which have already been live for a year. For example, avoid students starting in September 2027 using assignments for the 2026-2028 cohorts. You must have suitable controls in place to ensure that NEA assignment work is completed by each student independently. You must not allow previously completed work for assignments which are still live to be shared as examples with other students.
Exam series each year	• January • June
Exam resits	Students can resit the examined unit (F400) twice. This means they can have three attempts **in total** at exams for unit F400. This total number of attempts includes attempts towards both the Certificate and Extended Certificate qualifications.
NEA submission	There are two windows each year to submit NEA outcomes and request a moderation visit for this subject You must register students for the subject and make unit entries before you can submit outcomes for a visit. All dates are on our Administration pages.
Resubmission of students' NEA work	If students have not performed at their best in the NEA assignments, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests. We use the term 'resubmission' when referring to student work that has previously been submitted for moderation. Following moderation, a student can attempt to improve their work for you to assess and provide the final mark to us. There is one resubmission opportunity per NEA assignment. All work submitted (or resubmitted) must be based on the assignment that is live for assessment.

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	For information about feedback see Section 7.3. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.
Grading	Information about unit and qualification grading is in Section 6.

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3.2 Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Extended Certificate) overview

Qualification number	610/6213/3
First entry date	01 September 2026
Guided learning hours (GLH)	360
Total qualification time (TQT)	460
Entry code	H198
Approved age range	16-18, 18+, 19+
Offered in	England only
Performance table information	This qualification is designed to meet the Department for Education's requirements for qualifications in the Alternative Academic Qualifications category of the 16-19 performance tables.
Eligibility for funding	This qualification meets funding approval criteria.
UCAS points	This qualification is recognised in the UCAS tariff tables. You'll find more information on the UCAS website.
This qualification is suitable for students who:	• are age 16-19 and on a full-time study programme • want to develop applied knowledge and skills in mental health and wellbeing • want to progress onto other related study, such as higher education courses in mental health and wellbeing, public health and community studies, counselling, creative therapeutic practice, and environmental health.
Entry requirements	There is no requirement for students to achieve any specific qualifications before taking this qualification
Registering students and making entries	You must: • register each student for the subject at the start of the course. You will need to do this before you can make unit entries. The registration code is A019. • make exam and NEA unit entries for the relevant assessment series. • make qualification certification entries in the final series at the end of the course.
Qualification requirements	Students must complete five units: • two externally assessed units • three NEA units
Assessment method/model	Units F400 and F401 are assessed by an exam and marked by us.

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	You will assess the NEA units and we will moderate them. • NEA assignments are live for two years. The front cover of each assignment shows the intended student cohort. • You must use and submit work for the live assignment during the period when that assignment is live. We strongly recommend you use the set assignment that is released in the same calendar year as the new cohort starts. This ensures that students have two years to use the assignment. It gives them access to a resubmission opportunity if needed during their study of the qualification. For example, a cohort starting a two-year course in September 2026 should use the set of assignments labelled for 2026-2028. You should avoid allowing new cohorts to use assignments which have already been live for a year. For example, avoid students starting in September 2027 using assignments for the 2026-2028 cohorts. You must have suitable controls in place to ensure that NEA assignment work is completed by each student independently. You must not allow previously completed work for assignments which are still live to be shared as examples with other students.
Exam series each year	• January • June
Exam resits	Students can resit each examined unit twice. This means they can have three attempts **in total** at exams **for each** of units F400 and F401. For unit F400, this total number of attempts includes attempts towards both the Certificate and Extended Certificate qualifications.
NEA Submission	There are two windows each year to submit NEA outcomes and request a moderation visit for this subject You must register students for the subject and make unit entries before you can submit outcomes for a visit. All dates are on our Administration pages.
Resubmission of students' NEA work	If students have not performed at their best in the NEA assignments, they can improve their work and submit it to you again for assessment. They must have your agreement and you must be sure it is in the student's best interests. We use the term 'resubmission' when referring to student work that has previously been submitted to Cambridge OCR for moderation. Following Cambridge OCR moderation, a student can attempt to improve their work for you to assess and provide the final mark to us. There is one resubmission opportunity per NEA assignment. All work submitted (or resubmitted) must be based on the assignment that is live for assessment. For information about feedback see Section 7.3. The final piece of work must be completed solely by the student and teachers must not detail specifically what amendments should be made.

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Grading	Information about unit and qualification grading is in Section 6.

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3.3 Purpose statement – Certificate

Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Certificate)

Qualification number: 610/6212/1

Overview

Who this qualification is for

The Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Certificate) is for students aged 16-19 years old. It will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study when taken alongside other qualifications and are relevant to mental health and wellbeing, within the broader health and social care sector.

You might be interested in this qualification if you want a small qualification that builds applied or practical skills, to take alongside and enhance your A Levels or other Level 3 qualifications. You will have the opportunity to learn key knowledge and understanding in the subject and apply what you learn to real-life contexts, such as:

- Understanding the range of factors that can influence our mental health and the potential effects they can have.
- Identifying strategies that can be implemented to make a positive difference in the lives of individuals and communities.
- Using monitoring tools to understand individuals' mental health and wellbeing, and considering the factors that influence us and the strategies that can be used to effectively improve the lives of individuals.

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Communicating and collaborating effectively with individuals and groups. Communication is a critical skill in many areas of mental health and wellbeing, from working with individuals to encourage improvements to mental health and wellbeing, to communicating widespread public health campaigns.
- Critical thinking and problem solving: students will explore options, tools and techniques to tackle problems and use critical thinking skills to choose appropriate ways to proceed.
- Researching topic areas independently and recording research sources, then using them to interpret findings and present evidence.
- Decision making and making recommendations: to identify effective strategies and support services and recommend them to individuals.
- Time management: it is important both in higher education and in practice that work is completed on time. Students will learn techniques to effectively manage their time.

This qualification will complement other learning that you're completing at Key Stage 5. If you are a full-time student, it will be part of your studies along with your A Levels and/or other Level 3 qualifications.

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What you will study when you take this qualification

Through a combination of theoretical study and hands-on experience, you will develop the necessary knowledge and skills that can support progression to higher education mental health and wellbeing study.

In the examined unit, you will study key knowledge and understanding relevant to individual mental health and wellbeing. In the non examined assessment (NEA) unit, you will demonstrate knowledge and skills you learn by completing an applied assignment. More information about the knowledge and skills you will develop is below.

All units in the qualification are mandatory. You must take **all** of these units:

- F400: Fundamentals of mental health and the individual

  This unit is assessed by an exam.

  In this unit you will learn about the key topics that are important for the mental health and wellbeing of an individual. Topics include:

  - Topic Area 1 Introducing mental health and wellbeing
  - Topic Area 2 The brain and body
  - Topic Area 3 Factors Influencing mental health and wellbeing
  - Topic Area 4 Models of mental health
  - Topic Area 5 Mental health issues and disorders
  - Topic Area 6 Strategies for managing mental health and wellbeing

- F402: Supporting and promoting mental health and wellbeing in organisations

  This unit is assessed by an assignment.

  In this unit you will learn about how organisations support the mental health of their employees. You will learn how to identify the ways work can impact mental health, best practices for monitoring, influencing and improving mental health through communicating a mental health campaign. Topics include:

  - Topic Area 1 Mental health, wellbeing and the workforce
  - Topic Area 2 Influencing the mental health and wellbeing of a workforce
  - Topic Area 3 Planning an effective mental health and wellbeing campaign

The subjects that complement this qualification

This qualification complements A Levels and Level 3 qualifications in:

- Psychology
- Sociology
- Business
- Health and social care
- Human biology

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The types of courses you may progress to

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed in this qualification will help you progress to further study in related areas such as:

- BSc (Hons) Mental Health and Wellbeing
- BA (Hons) Counselling, Mental Health and Wellbeing
- BSc (Hons) Mental Health and Wellbeing Coaching
- BSc (Hons) Health and Wellbeing
- BSc (Hons) Health Studies

Why you should take the Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Certificate)

There are two qualifications available in Mental Health and Wellbeing. These are:

H098 – this is 180 GLH in size

H198 – this is 360 GLH in size

You should take this Certificate qualification if you want a small Level 3 qualification that builds some applied knowledge and skills in mental health and wellbeing. This qualification is an Alternative Academic Qualification that is the same size as an AS Level qualification. It is half the size of an A Level. It could be taken alongside A Levels and/or other Level 3 qualifications to enhance your learning, helping you to build broader knowledge and skills that are valued in undergraduate study, and relevant for progression to higher education. You would take this qualification alongside A Levels and/or other Level 3 qualifications as part of your study programme at Key Stage 5.

More information

More information about this qualification is in these documents:

- Sample Assessment Material (SAM) Question Papers:
  - Unit F400: Fundamentals of mental health and the individual
- Guides to our SAM Question Papers:
  - Unit F400: Fundamentals of mental health and the individual
- SAM Set Assignment(s):
  - Unit F402: Supporting and promoting mental health and wellbeing in organisations
- Student Guide to NEA Assessments: Mental Health: Individuals and Society

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3.4 Purpose statement – Extended Certificate

Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Extended Certificate)

Qualification number: 610/6213/3

Overview

Who this qualification is for

The Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Extended Certificate) is for students aged 16-19 years old. It will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study and are relevant to mental health and wellbeing, within the broader health and social care sector.

You might be interested in this qualification if you want to learn key knowledge and understanding in the subject and apply what you learn to practical, real-life contexts, such as:

- Understanding the range of factors that can influence our mental health and the potential effects they can have.
- Identifying strategies that can be implemented to make a positive difference in the lives of individuals and communities.
- Exploring existing provision and services involved with improving, maintaining and promoting healthier populations and environments.
- Using monitoring tools to understand individuals' mental health and wellbeing, and considering the factors that influence us and the strategies that can be used to effectively improve the lives of individuals.
- Understanding societal attitudes to mental health and how they have changed over time.
- Understanding the impacts of social media and global issues on mental health and wellbeing.

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Communicating and collaborating effectively with individuals and groups. Communication is a critical skill in many areas of mental health and wellbeing, from working with individuals to encourage improvements to mental health and wellbeing, to communicating widespread public health campaigns.
- Critical thinking and problem solving: students will explore options, tools and techniques to tackle problems and use critical thinking skills to choose appropriate ways to proceed.
- Researching topic areas independently and recording research sources, then using them to interpret findings and present evidence.
- Decision making and making recommendations: to identify effective strategies and support services and recommend them to individuals.
- Time management: it is important both in higher education and in practice that work is completed on time. Students will learn techniques to effectively manage their time.

This qualification will complement other learning that you're completing at Key Stage 5. If you are a full-time student, it will be part of your studies along with A Levels and/or other Level 3 qualifications.

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What you will study when you take this qualification

Through a combination of theoretical study and hands-on experience, you will develop the necessary knowledge and skills that can support progression to higher education mental health and wellbeing study.

In the examined units, you will study key knowledge and understanding relevant to individual mental health and wellbeing, and mental health and wellbeing in society. In the non examined assessment (NEA) units, you will demonstrate knowledge and skills you learn by completing applied or practical assignments. More information about the knowledge and skills you will develop is below.

The qualification has four mandatory units and two optional units.

- These are the **mandatory** units – you must take **all** these units:

- F400: Fundamentals of mental health and the individual

  This unit is assessed by an exam.

  In this unit you will learn about the key topics that are important for the mental health and wellbeing of an individual. Topics include:

  - Topic Area 1 Introducing mental health and wellbeing
  - Topic Area 2 The brain and body
  - Topic Area 3 Factors influencing mental health and wellbeing
  - Topic Area 4 Models of mental health
  - Topic Area 5 Mental health issues and disorders
  - Topic Area 6 Strategies for managing mental health and wellbeing

- F401: Mental health, wellbeing and society

  This unit is assessed by an exam.

  In this unit you will learn about what society is and the things that combine to shape society. You will learn about how perceptions of mental health in society have changed over time and how this has affected the treatment of and care for people with mental health disorders. You will also learn about what the provision of support for mental health and wellbeing in society is like today and the current societal influences on mental health and wellbeing. Topics include:

  - Topic Area 1 Evolving perceptions of mental health in society
  - Topic Area 2 Societal developments and mental health
  - Topic Area 3 Society today
  - Topic Area 4 Current influences on the mental health and wellbeing of society

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- F402: Supporting and promoting mental health and wellbeing in organisations

  This unit is assessed by an assignment.

  In this unit you will learn about how organisations support the mental health of their employees. You will learn how to identify the ways work can impact mental health, best practices for monitoring, influencing and improving mental health through communicating a mental health campaign. Topics include:

  - Topic Area 1 Mental health, wellbeing and the workforce
  - Topic Area 2 Influencing the mental health and wellbeing of a workforce
  - Topic Area 3 Planning an effective mental health and wellbeing campaign

- F403: Community-based support for mental health and wellbeing

  This unit is assessed by an assignment.

  In this unit you will learn about social connectedness, why it's important and how it can be improved. You will learn about the benefits, processes, and factors affecting social prescribing and how it can be used to support improvements in mental health and wellbeing. Topics include:

  - Topic Area 1 Social connectedness
  - Topic Area 2 Social prescribing and community-based support
  - Topic Area 3 Supporting individual needs through social prescribing and community-based support

These are the **optional** units – you must take **one** of these units:

- F404: Supporting mental health and wellbeing with physical activity

  This unit is assessed by an assignment.

  In this unit you will learn about physical activity and its impact on mental health and wellbeing. You will also learn how to plan physical activities to support improvements in mental health and wellbeing and how physical activity participants can be supported to ensure effective participation and engagement. Topics include:

  - Topic Area 1 Impact of physical activity on mental health and wellbeing
  - Topic Area 2 Planning physical activities for mental health and wellbeing
  - Topic Area 3 Supporting physical activity participation and engagement

- F405: Supporting mental health and wellbeing with outdoor and creative activities

  This unit is assessed by an assignment.

  In this unit you will learn about how the role of nature connectedness and the outdoors can support improvements in mental health and wellbeing. You will also learn about the different types of outdoor activities that can be used for therapeutic purposes and the theories that underpin their use, as well as creative therapies in practice. Topics include:

  - Topic Area 1 Nature, the outdoors and mental health and wellbeing
  - Topic Area 2 Outdoor activities for therapeutic purposes
  - Topic Area 3 Creative therapies in practice

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The subjects that complement this qualification

This qualification complements A Levels and Level 3 qualifications in:

- Psychology
- Sociology
- Business
- Health and social care
- Human biology

The types of courses you may progress to

Both the subject-specific knowledge, understanding and skills, and broader transferable skills developed through these units, will help you progress to further study in related areas such as:

- BSc (Hons) Mental Health and Wellbeing
- BA (Hons) Counselling, Mental Health and Wellbeing
- BSc (Hons) Mental Health and Wellbeing Coaching
- BSc (Hons) Health and Wellbeing
- BSc (Hons) Health Studies

Why you should take the Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Extended Certificate)

There are two qualifications available in Mental Health and Wellbeing. These are:

H098 – this is 180 GLH in size

H198 – this is 360 GLH in size

You should take this Extended Certificate qualification if you want a Level 3 qualification that builds applied knowledge and skills in mental health and wellbeing. This qualification is an Alternative Academic Qualification that is the same size as an A Level. When it is taken alongside other Level 3 qualifications it will complement them, helping you to build broader knowledge and skills that are valued in undergraduate study, and relevant for progression to higher education. You would take this qualification alongside other Level 3 qualifications as part of your study programme at Key Stage 5.

More information

More information about this qualification is in these documents:

- Sample Assessment Material (SAM) Question Papers:
  - Unit F400: Fundamentals of mental health and the individual
  - Unit F401: Mental health, wellbeing and society
- Guides to our SAM Question Papers:
  - Unit F400: Fundamentals of mental health and the individual
  - Unit F401: Mental health, wellbeing and society
- SAM Set Assignment(s):
  - Unit F402: Supporting and promoting mental health and wellbeing in organisations
  - Unit F403: Community-based support for mental health and wellbeing
  - Unit F404: Supporting mental health and wellbeing with physical activity
  - Unit F405: Supporting mental health and wellbeing with outdoor and creative activities
- Student Guide to NEA Assignments: Mental Health: Individuals and Society

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4 About these qualifications

4.1 Qualification size

The size of each qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) you will spend supervising or directing study and assessment activities. We have worked with people who are experienced in delivering related qualifications to determine the content that needs to be taught and how long it will take to deliver.

TQT includes two parts:

- GLH
- an estimate of the number of hours a student will spend on unsupervised learning or assessment activities (including homework) to successfully complete their qualification.

The Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Certificate) is 180 GLH and 230 TQT.

The Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Extended Certificate) is 360 GLH and 460 TQT.

4.2 Availability and language

Our Level 3 Cambridge Advanced Nationals are available in England only. They are **not** available in Wales or Northern Ireland.

The qualifications and their assessment materials are available in English only. We will only assess answers written in English.

4.3 Prior knowledge and experience

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. It includes knowledge and skills gained in school, college or outside of formal learning situations. These may include:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

In most cases RPL will not be appropriate for directly evidencing the requirements of the NEA assignments for the Cambridge Advanced National qualifications. However, if you feel that your student could use RPL to support their evidence, you must follow the guidance provided in our RPL Policy.

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5 Units

5.1 Guidance on unit content

This section describes what must be taught so that students can access all available marks and meet assessment criteria.

5.1.1 Externally assessed units (F400 and F401)

The externally assessed units contain a number of topic areas.

For each topic area, we list the **teaching content** that must be taught and give information on the **breadth and depth** of teaching needed.

Teaching content

Questions can be asked about anything in the teaching content or breadth and depth columns
Breadth and depth

The breadth and depth column:

- clarifies the breadth and depth of teaching needed
- indicates the range of knowledge and understanding that can be assessed in the exam
- confirms any aspects that you do not need to teach as 'does not include' statements.

Teaching must cover **both** the **teaching content** and **breadth and depth** columns.

Knowledge and understanding

This is what we mean by knowledge and understanding:

Knowledge	• Be able to identify or recognise an item, for example on a diagram. • Use direct recall to answer a question, for example the definition of a term.
Understanding	• To assess and evidence the perceived meaning of something in greater depth than straight identification or recall. • Understanding will be expressed and presented using terms such as: how; why; when; reasons for; advantages and disadvantages of; benefits and limitations of; purpose of; suitability of; recommendations for improvement; appropriateness of something to/in different contexts.

Students will need to **understand** the content, unless the breadth and depth column identifies it as knowledge only.

Any item(s) that should be taught as **knowledge** only will start with the word 'know' in the breadth and depth column.

All other content must be taught as understanding.

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5.1.2 NEA units (F402-F405)

The NEA units contain a number of topic areas.

For each topic area, we list **teaching content** that must be taught and give **exemplification.** The exemplification shows the teaching expected to equip students to successfully complete their assignments.

5.1.3 Command words

Appendix A gives information about the command words that will be used in the external assessments and the NEA assessment criteria.

5.1.4 Performance objectives (POs):

Each Cambridge Advanced National qualification has four Performance Objectives.

PO1	Show knowledge and understanding
PO2	Apply knowledge and understanding
PO3	Analyse and evaluate knowledge, understanding and performance
PO4	Demonstrate and apply skills and processes relevant to the subject

PO1 is assessed in the externally assessed unit only.

PO4 is assessed in the NEA units only.

The weightings of the Performance Objectives across the units in the **Certificate** qualification are:

Performance Objective	**Externally Assessed unit (range)**	**NEA units**	**Overall weighting**
PO1	16.4 - 25%	N/A	16.4 - 25%
PO2	14.3 - 22.9%	14.3%	28.6 - 37.2%
PO3	6.4 - 12.1%	21.4%	27.8 - 33.5%
PO4	N/A	14.3%	14.3%
Overall weighting of assessments	**50%**	**50%**	**100%**

The weightings of the Performance Objectives across the units in the **Extended Certificate** qualification are:

Performance Objective	**Externally Assessed unit (range)**	**NEA units**	**Overall weighting**
PO1	13.3 - 20%	N/A	13.3 - 20%
PO2	11.7 - 18.3%	18.3 - 20.8%	30 - 39.1%
PO3	5.3 - 10%	22.5 - 24.2%	27.8 - 34.2%
PO4	N/A	15.8 - 18.3%	15.8 - 18.3%
Overall weighting of assessments	**40%**	**60%**	**100%**

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5.2 Externally assessed units

5.2.1 Unit F400: Fundamentals of mental health and the individual

Unit aim

Understanding mental health helps individuals maintain their own wellbeing and cope with life's challenges more effectively. It equips them with the knowledge and skills to maintain positive mental health and wellbeing. Recognising the signs of mental health issues in yourself and others is increasingly valuable. Studying mental health is essential for promoting individual and societal wellbeing, reducing stigma, fostering healthy relationships, and creating supportive communities where everyone can thrive.

In this unit, you will learn the concepts of mental health and wellbeing and gain insight into what constitutes good mental health. You will explore the factors that influence mental health and wellbeing and how they can change across various life stages. You will also learn different models of mental health, common mental disorders, and effective strategies for managing mental health and promoting wellbeing. With this knowledge, you will be empowered to prioritise mental health, seek assistance when necessary, and play a proactive role in supporting both your own mental wellbeing and that of others.

Unit F400: Fundamentals of mental health and the individual	
Topic Area 1: Introducing mental health and wellbeing	
Teaching content	**Breadth and depth**
1.1 Mental health, emotions and wellbeing	
1.1.1 Mental health: □ What mental health is □ Mental health issues □ Mental health disorders	To include: □ What is meant by mental health □ The difference between mental health issues and mental health disorders
1.1.2 Emotions: □ What emotions are: • Elements of emotions: ○ Subjective experience ○ Physiological response ○ Behavioural response □ Why we have emotions: • Adapting to our environment • Decision-making • Memory formation • Motivation • Social communication	To include: □ That there can be a difference between normal emotions and mental health issues
1.1.3 Wellbeing: □ What wellbeing is: • The elements of wellbeing: ○ Physical ○ Mental ○ Emotional ○ Social	To include: □ That wellbeing is a holistic concept involving the interconnectedness of the elements □ What each element of wellbeing is □ How changes in each element can affect overall wellbeing □ That wellbeing is a subjective concept and can be related to sense of self-worth

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1.1.4: Understanding mental health and wellbeing: □ The mental health dual continuum: • Low to high mental health and wellbeing • Diagnosed to no diagnosis of mental health disorder □ Jahoda's six criteria	To include: □ What the mental health dual continuum shows □ How the mental health dual continuum can be used to understand the relationship between mental health and wellbeing, and mental health disorders □ How the mental health dual continuum can be used to understand an individual's current mental health and wellbeing □ That mental health and wellbeing can change over time □ How individuals can move between quadrants of the mental health dual continuum □ The characteristics of good mental health □ How Jahoda's six criteria can be used to understand an individual's mental health □ The criticisms of Jahoda's six criteria
1.2 The importance of understanding mental health	
□ Stigma: • Types of stigma ○ Institutional ○ Professional ○ Public ○ Self • Reducing stigma	To include: □ What stigma is □ What is meant by each type of stigma □ How each type of stigma can affect an individual □ How stigma can prevent willingness to discuss mental health issues □ Why understanding mental health can help to reduce stigma
1.3 Mental health and wellbeing across different life stages	
□ Different stages of development and mental health: • Childhood • Adolescence • Young adulthood • Middle adulthood • Older adulthood □ Life events: • Positive life events • Negative life events	To include: □ That an individual's mental health and wellbeing can change at different life stages □ How different life events can affect an individual's position on the mental health dual continuum

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Topic Area 2: The brain and body	
Teaching content	**Breadth and depth**
2.1 The brain	
□ Brain structure: • Amygdala • Hippocampus • Hypothalamus • Pre-frontal cortex □ Hormones: • Cortisol • Oxytocin • Melatonin □ Synaptic transmission: • Role • Components: ○ Pre-synaptic neuron ○ Post-synaptic neuron ○ Neurotransmitters: - Dopamine - Serotonin ○ Receptor ○ Synaptic gap ○ Vesicle	To include: □ Know the main function and location of each brain structure □ The role of cortisol in regulating the stress response □ The role of oxytocin in social interactions □ The role of melatonin in regulating sleep □ How the balance of hormones can affect emotional wellbeing □ The role of dopamine in relation to reward and pleasure □ How the balance of neurochemicals can affect behaviour and mood □ The structure and function of the synapse □ The process of synaptic transmission □ The role of each neurotransmitter □ How each neurotransmitter affects the body and brain □ How neurotransmitters are reabsorbed in the synapse
2.2 The stress response	
□ Stress response: • Fight, flight or freeze • Sympathetic nervous system • Rest and digest • Parasympathetic nervous system □ Stress hormones: • Cortisol • Noradrenaline • Adrenaline □ Types of stress: • Positive • Tolerable • Toxic □ Impact on performance: • Yerkes-Dodson Law □ Duration: • Acute • Chronic	To include: □ What stress is □ That the stress response is a normal biological response □ Know the role of the amygdala, hypothalamus and sympathetic nervous system in the response to stress □ Know the role of the parasympathetic nervous system after the initial stress response □ The main role of each stress hormone in the stress response □ How the stress response impacts on performance in different situations □ How the Yerkes-Dodson Law relates to stress, anxiety or performance □ How the Yerkes-Dodson bell curve can be used to understand the impact of stress on performance □ How the type and duration of stress experienced can affect an individual's mental health and wellbeing

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Topic Area 3: Factors influencing mental health and wellbeing	
Teaching content	**Breadth and depth**
3.1 Biological influences on mental health and wellbeing	
□ Chronic illness □ Genetics □ Neurodiversity	To include: □ How chronic illness, genetics and neurodiversity can influence mental health and wellbeing □ How chronic illness, genetics and neurodiversity can influence the likelihood of experiencing mental health issues and disorders
3.2 Social and economic influences on mental health and wellbeing	
□ Social influences: • Family circumstances • Level of social connectedness • Societal expectations • Support networks □ Economic influences: • Finances • Work	To include: □ How the different social and economic factors can influence a person's mental health and wellbeing □ How changes in social and economic factors can influence a person's mental health and wellbeing
3.3 Psychological influences on mental health and wellbeing	
□ Psychological factors: • Attitudes • Coping skills • Motivation: ○ Intrinsic and extrinsic • Resilience □ Negative thought patterns: • Catastrophising • Mental filters • Overgeneralisation □ Personalisation	To include: □ How the different psychological factors and negative thought patterns can influence a person's mental health and wellbeing □ How the different psychological factors and negative thought patterns can affect everyday life
3.4 Experiential influences on mental health and wellbeing	
□ Factors: • Childhood experiences: ○ Attachment theory • Lived experiences □ Traumatic experiences	To include: □ How positive childhood experiences can influence mental health and wellbeing □ How negative childhood experiences can influence mental health and wellbeing □ The features of attachment theory □ How attachment theory can be used to explain the impact of childhood experiences on mental health and wellbeing □ That lived and traumatic experiences can influence mental health and wellbeing
3.5 Physical influences on mental health and wellbeing	
□ Factors: • Nutrition levels • Physical health • Sleep quality • Substance use □ Recommended guidelines: • Amount of exercise □ Amount of sleep	To include: □ How the different physical factors can influence a person's mental health and wellbeing □ The government recommended guideline amount of exercise per week for an average teenager and an average adult

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	□ The NHS recommended amount of sleep per night for an average teenager and an average adult
Topic Area 4: Models of mental health	
Teaching content	**Breadth and depth**
4.1 The biomedical model	
□ Features □ Benefits and limitations	To include: □ The key features of the model □ How the model can be used to understand mental health and mental health disorders □ The benefits and limitations of using the model to understand mental health and mental health disorders
4.2 The biopsychosocial model	
□ Features □ Benefits and limitations	To include: □ The key features of the model □ How the model can be used to understand mental health and mental health disorders □ The benefits and limitations of using the model to understand mental health and mental health disorders
4.3 The trauma model	
□ Features □ Benefits and limitations	To include: □ The key features of the model □ How the model can be used to understand mental health and mental health disorders □ The benefits and limitations of using the model to understand mental health and mental health disorders
4.4 The subjective wellbeing model	
□ Subjective Wellbeing (Diener,1984): • Frequent positive affect • Infrequent negative affect • Cognitive evaluations	To include: □ The key features of the model □ How the model can be used to understand wellbeing □ The benefits and limitations of using the model to understand wellbeing

Topic Area 5: Mental health issues and disorders	
Teaching content	**Breadth and depth**
5.1 Recognising changes in mental health	
5.1.1 Emotional: □ Common emotional signs: • Anger • Irritability • Low mood • Mood swings • Worry	To include: □ Know the common emotional signs of mental health changes □ That different people can display emotional signs of mental health changes in different ways □ That emotional changes in mental health can appear alongside cognitive, physical and behavioural changes
5.1.2 Cognitive: □ Common cognitive signs: • Impaired functioning: ○ Difficulty concentrating ○ Finding it difficult to make decisions	To include: □ Know the common cognitive signs of mental health changes

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○ Negative thought patterns ○ Poor motivation	□ That different people can display cognitive signs of mental health changes in different ways □ That cognitive changes in mental health can appear alongside emotional, physical and behavioural changes
5.1.3 Physical: □ Common physical signs: • Digestive issues • Fatigue • Headaches • Muscle tension and soreness • Sleep disturbance	To include: □ Know the common physical signs of mental health changes □ That different people can display physical signs of mental health changes in different ways □ That physical changes in mental health can appear alongside emotional, cognitive and behavioural changes
5.1.4 Behavioural: □ Common behavioural signs: • Losing interest in hobbies • Self-harm • Substance use • Withdrawal from society	To include: □ Know the common behavioural signs of mental health changes □ That different people can display behavioural signs of mental health changes in different ways □ That behavioural changes in mental health can appear alongside emotional, cognitive and physical changes
5.2 Common mental health disorders	
□ Categories of disorder: • Mood disorders • Anxiety disorders • Personality disorders • Psychotic disorders • Eating disorders • Trauma-related disorders • Substance abuse disorders □ Common disorders: • Generalised anxiety disorder (GAD) • Depression • Panic disorder • Obsessive compulsive disorder (OCD) • Post-traumatic stress disorder (PTSD) □ Level of severity: • None • Mild • Moderate • Severe	To include: □ Know how disorders can be categorised □ How the common disorders are categorised □ What each common disorder is □ The main symptoms of each common disorder □ How each common disorder can affect everyday life □ That disorders can be experienced at different levels of severity at different times
5.3 Treatments and therapies for common mental health disorders	
□ Counselling □ Psychotherapy: • Cognitive behavioural therapy (CBT) ○ Cognitive triangle • Eye movement desensitisation and reprocessing (EMDR) □ Medication:	To include: □ Know treatments and therapies that can be used for common mental health disorders □ The main features of the different types of treatments and therapies □ The advantages and disadvantages of different treatments and therapies

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• Selective Serotonin Reuptake Inhibitors (SSRI) antidepressants • Minor tranquilisers • Mood stabilisers □ Electro convulsive therapy (ECT) □ Social prescribing □ Creative therapies □ Alternative therapies □ Complementary therapies	□ The effect of the different medications on synaptic transmission □ How the cognitive triangle can be used in cognitive behaviour therapy in the treatment of common mental health disorders □ How the cognitive triangle can be used to understand the relationship between thoughts, emotions and behaviour □ How a course of treatment for common mental disorders will depend on the individual and can involve one or more treatments and/or therapies Does not include: □ Other types of medication

Topic Area 6: Strategies for managing mental health and wellbeing	
Teaching content	**Breadth and depth**
6.1 Managing physical wellbeing	
□ Strategies for managing physical wellbeing: • Developing good sleep habits: ○ Improving sleep quality ○ Improving sleep quantity ○ Avoiding use of blue light emitting devices before sleeping • Maintaining a healthy lifestyle: ○ Healthy eating ○ Regular exercise • Avoiding negative coping strategies: ○ Avoiding comfort eating ○ Avoiding substance misuse	To include: □ Practical approaches for each strategy □ The potential consequences on physical wellbeing of poor approaches to managing physical health □ How the different strategies can help to improve mental health and wellbeing
6.2 Managing mental and emotional wellbeing	
□ Mindfulness: • Mindfulness techniques for managing emotions: ○ Grounding technique ○ Searching for glimmers ○ STOPP technique □ Outdoor activities □ Physical activities □ Relaxation activities □ Strategies for managing emotions: • Building positive mindsets • Building self-esteem • Self-reflection • Understanding adversity	To include: □ What mindfulness is □ How activities can be done in a mindful way □ The main features of each mindfulness technique □ How relaxation activities and doing activities in a mindful way affects the parasympathetic nervous system and potentially improves wellbeing □ How outdoor and physical activities affect stress hormones and potentially improve wellbeing □ How mindfulness, outdoor, physical and relaxation activities affect synaptic transmission and potentially improve cognitive function □ Practical approaches for each strategy □ How the different strategies can help to improve mental health and wellbeing

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6.3 Managing social wellbeing	
□ Social interaction: • Levels of social interaction □ The value of positive relationships □ Strategies for positive relationships: • Boundaries and respect • Communication • Mutual trust □ Strategies for managing digital interactions: • Positive online interactions • Set boundaries for screen time • Selective use of social media • Digital detox	To include: □ That different people need different levels of social interaction at different times □ How positive relationships promote positive mental health and wellbeing □ How unhealthy relationships can affect mental health and wellbeing □ Practical approaches for each strategy □ How the different strategies can help to improve mental health and wellbeing □ The potential consequences of poor approaches to managing digital interactions □ How the different strategies for managing digital interactions can help to improve mental health and wellbeing

Assessment guidance

This unit is assessed by an exam. The exam is 1 hours and 45 minutes and has 70 marks in total. All questions in the exam are compulsory.

The exam will **always** have:

Questions to assess Performance Objectives 1, 2, and 3	• PO1: these questions will require students to recall generic knowledge and understanding. • PO2: these questions will require students to apply knowledge and understanding. • PO3: these questions will require students to analyse and evaluate knowledge, understanding and performance in relation to the scenario.
A range of question types	• Forced choice/controlled response questions. • Short answer, closed response questions. • Extended constructed response questions with points-based marks schemes. • Extended constructed response questions with levels of response marks schemes.
Questions relating to each Topic Area	• Content will be sampled from all topic areas, with at least one question or part question relating to each topic area.

This will be conducted under examination conditions. For more details refer to the Administration area.

A range of question types will be used in the exam.

The Mental Health and Wellbeing Guide to our Sample Assessment Material gives more information about the layout and expectations of the exam.

The exam for this unit assesses the following Performance Objectives:

- PO1 – Show knowledge and understanding

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- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA units draw on and strengthen this learning with students applying their learning in an applied way.

The following NEA units have synoptic links with this unit. The synoptic grids at the end of these NEA units show these synoptic links.

- F402: Supporting and promoting mental health and wellbeing in organisations
- F403: Community-based support for mental health and wellbeing
- F404: Supporting mental health and wellbeing with physical activity
- F405: Supporting mental health and wellbeing with outdoor and creative activities

More information about synoptic assessment in these qualifications can be found in Section 6.2 Synoptic Assessment.

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5.2.2 Unit F401: Mental health, wellbeing and society

Unit aim

Mental health and wellbeing can be affected by many factors in society. These factors impact on each of us differently depending on our personal circumstances. There are many societal factors that influence us and have an impact on our lives. The communities we are a part of and the structures and systems that exist all have a bearing on shaping our lives and our mental health and wellbeing. Society is complex and constantly changing, and the way that we view and treat people with mental health disorders is changing also.

In this unit you will learn about what society is and what shapes societies. You will learn about how views on mental health in society have changed over time, including how attitudes to people with mental health disorders and approaches to care have evolved. You will learn about mental health and wellbeing in society today, including how it is measured, how to interpret data and trends about mental health and wellbeing, and how this data can be used to understand inequalities in the diagnosis of and provision of treatment for mental health disorders. You will learn about significant societal influences on mental health and wellbeing and the ways that these are being addressed.

Unit F401: Mental health, wellbeing and society	
Topic Area 1: Evolving perceptions of mental health in society	
Teaching content	**Breadth and depth**
1.1 Understanding society	
1.1.1 Societies and communities: □ Society: • Characteristics: ○ Shared values ○ Structures ○ Systems • Types of society: ○ Collectivist ○ Individualist □ Community: • Types: ○ Cultural ○ Online ○ Geographical □ Demographic variables: • Age • Ethnicity • Gender • Level of education • Location • Occupation • Socioeconomic status	To include: □ What a society is □ The different characteristics of a society □ That the different structures influence society □ What a community is □ The different types of community □ Know the characteristics of individualist and collectivist society □ Know what demographic variables are □ That the demographic composition of societies and communities can vary
1.1.2 Systems in a society: □ Economic □ Legal □ Political	To include: □ Know the different systems that exist in a society □ Know the purpose of each system in a society
1.1.3 Structures in a society: □ Class □ Family □ Religion	To include: □ Know the different structures that exist in a society □ Know the role of each structure in a society

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1.1.4 Shared values: □ Beliefs □ Cultures □ Social constructs □ Social norms	To include: □ Know what a value is □ Where values can come from □ Know what a social norm is □ Know what a social construct is □ That different groups in a society can have different values □ That values, systems and structures in a society can influence each other
1.2 Societal systems and mental health support	
□ The impact of societal systems on mental health support: • Economic: ○ Resource allocation • Legal: ○ Legislation • Political: ○ Political policies	To include: □ How the different societal systems determine the level and nature of mental health support in society Does not include: □ Detailed understanding of specific resource allocation, legislation, and political policies

Topic Area 2: Societal developments and mental health	
Teaching content	**Breadth and depth**
2.1 Changing social constructs and norms	
□ Historical social constructs of mental disorders: • Imbalance in the four humors in Ancient Greece • Supernatural causes in medieval times □ Current social constructs: • Mental health disorder □ Changing social norms and mental health: • Homosexuality • Post-traumatic stress disorder (PTSD)	To include: □ That atypical behaviours linked to mental health disorders in Ancient Greece were viewed as an imbalance of the four humors □ That atypical behaviours linked to mental health disorders in medieval times were viewed as witchcraft or demonic possession □ How mental health disorders are currently viewed □ How historical social norms led to homosexuality being categorised as mental illness □ How historical social norms led to PTSD not being recognised as a mental health disorder □ That social norms have changed over time
2.2 Developments in the treatment of people with mental health disorders	
□ Historical approaches (c.1400s–1700s): • Attitude: ○ Viewed as moral failing or supernatural or religious causes ○ That people showing signs of mental health disorders should be kept away from society • Key developments: ○ Bethlam Hospital becomes first hospital specialising in mental illness (1403) ○ Mental hospitals and asylums became more widespread (1600s and 1700s)	To include: □ How and why society's attitudes towards people with mental health disorders has changed over time □ Know the main purpose of the stated acts □ How the key developments impacted on people with mental health disorders □ How and why approaches to care for people with mental health disorders have changed over time □ How society's attitudes impacted on approaches to care for people with mental health disorders

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• Approach to care:
  ○ Focus on containment, physical restraint and punishment
  ○ Inhumane conditions
  ○ Limited medical treatment that was sometimes brutal
□ Asylum reform (c.1800s):
• Attitudes:
  ○ Beginnings of recognition of mental health disorders
  ○ Viewed as needing compassionate treatment
• Key developments:
  ○ County Asylum Act (1808)
  ○ County Asylums Act and Lunacy Act (1845)
• Approach to care:
  ○ The moral treatment system
  ○ No advances in medical treatment
□ Introduction of modern approaches (c.1900s):
• Attitudes:
  ○ Increasing recognition of mental health disorders
• Key developments:
  ○ Mental Treatment Act (1930)
  ○ Mental hospitals become increasingly overcrowded making 'the moral treatment' hard to maintain
• Approach to care:
  ○ New approaches to treatment including psychopharmacology and psychotherapy
□ Current approaches:
• Attitude:
  ○ Greater understanding and acceptance of mental health disorders
• Key developments:
  ○ Shift of focus from care in institutions to the community
• Approach to care:
  ○ Person-centred
  ○ Community-based
  ○ Wide variety of therapies and treatments
	Does not include:
	□ Details of treatments
	□ Knowing the detailed content of each act

2.3 Mental health legislation and the NHS Long Term Plan	
□ Mental health legislation: • Mental Capacity Act • Mental Health Act □ Workplace legislation: • Equality Act • Health and safety at work Act	To include: □ Know the main purpose(s) of each act □ Know the latest version of each act □ How workplace legislation protects the rights of individuals in relation to their mental health

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□ NHS Long Term Plan (2019): • Increase funding for mental health services • Make it easier and quicker for people to receive mental health crisis care • Improve access to talking therapies • Increase alternative forms of crisis support • More mental health support in the community for people with severe mental health problems	□ Know the main purpose(s) of the NHS Long Term Plan in relation to mental health and wellbeing Does not include: □ Knowing the detailed content of each act/regulation □ Detailed knowledge of the NHS long term plan or how it will be implemented

Topic Area 3: Society today	
Teaching content	**Breadth and depth**
3.1 National wellbeing today	
□ Wellbeing in the United Kingdom (UK): • Measuring national wellbeing: ○ National wellbeing dashboard ○ Interpreting trends in wellbeing data	To include: □ How levels of national wellbeing are currently measured □ Why levels of national wellbeing are measured □ How to interpret trends in national wellbeing data □ How data from each category of the National Wellbeing Dashboard can be used as an indicator of national wellbeing levels □ How data on levels of national wellbeing can be used in decision-making □ The limitations of national wellbeing data Does not include: □ Memorising numerical data □ Memorising a list of categories from the National Wellbeing Dashboard
3.2 Mental health support today	
□ Mental health support providers in the UK: • NHS • Private sector providers • Charities • Not-for profit organisations □ Public health campaigns: • Definition • Purposes • Use • Aims of a public health campaign: ○ Protection ○ Promotion ○ Prevention • Expected impact • Benefits and limitations	To include: □ The types of support that each provider offers □ What a public health campaign is □ The purpose of public health campaigns □ How public health campaigns are used to address mental health issues in society □ How the aims of a public health campaign can influence content and messaging □ The expected impact of public health campaigns on the prevalence/incidence of mental health issues and disorders □ The expected impact of public health campaigns on referrals to mental health support services □ The benefits and limitations of using public health campaigns as a way to address mental health issues and disorders

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	Does not include: □ Memorising facts and figures about levels of mental health support
3.3 Understanding trends in mental health	
□ Measuring levels of mental health disorders: • Prevalence • Lifetime prevalence • Incidence □ Measuring levels of mental health support: • Funding levels • Number of referrals to mental health support services • Waiting times from referral to access of mental health support services □ Factors that can lead to changes in the prevalence or incidence of mental health disorders: • Attitudes to mental health and willingness to seek help • Current societal issues • Impact of public health campaigns • Levels of mental health support □ Factors that can lead to changes in levels of mental health support: • Changes in government priorities and/or policies • Healthcare budgets • Number of people seeking mental health support	To include: □ The different ways that levels of mental health disorders are measured □ Know that prevalence is the number of people with a particular diagnosis at a given time □ Know that lifetime prevalence is the number of people who have experienced a particular mental health disorder at any time in their lives □ Know that incidence is the number of new cases of a particular mental health disorder that appear in a given time period □ How to interpret data on levels of mental health disorders □ The different ways that levels of support for people with mental health disorders can be measured □ How to interpret data on levels of support for people with mental health disorders □ That individuals don't always seek help for mental health issues and that data may not reflect the full picture of the incidence of mental health disorders □ How the different factors can lead to changes in the prevalence or incidence of mental health disorders □ How the different factors can lead to changes in the levels of mental health support
3.4 Mental health inequalities	
□ Areas of inequality: • Inequalities in diagnosis • Inequalities in treatment □ Demographic groups: • Age • Ethnicity • Gender □ Factors that can lead to inequalities: • Health behaviours: ○ Lifestyle choices ○ Willingness to seek medical advice • Compliance with social norms • Bias and stereotyping by medical practitioners: ○ Conscious bias ○ Unconscious bias • Lack of accessible information □ Lack of representation in service provision	To include: □ How the different factors can lead to inequalities in the diagnosis of mental health disorders in the different demographic groups □ How the different factors can lead to inequalities in the treatment of mental health disorders in the different demographic groups □ What is meant by stereotyping and bias □ The difference between stereotyping and bias □ How stereotyping can lead to bias □ The difference between conscious and unconscious bias Does not include: □ Inequalities in other demographic groups

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Topic Area 4: Current influences on the mental health and wellbeing of society	
Teaching content	**Breadth and depth**
4.1 The influence of different media forms on the mental health and wellbeing of society	
□ Forms: • Advertising and marketing • Film and television • News programming • Video games □ Portrayal and perception of mental health □ Theories: • Bandura's media effects theory • Gerbner's cultivation theory	To include: □ Know the different media forms □ The positive and negative impacts of each media form on mental health and wellbeing □ That people are affected differently by the different media forms depending on their own mental health and wellbeing levels □ How the portrayal of mental health by the different media forms can contribute to society's views of mental health □ The main features of each theory □ How each theory can explain the influence of media on mental health and wellbeing □ How each theory can explain the influence of media on society's views on mental health and wellbeing
4.2 The influence of social media on the mental health and wellbeing of society	
□ Platforms □ Positive uses of social media: • Access to information and education • Platform for civic engagement • Platform for emotional support • Platform for social connection □ Negative uses of social media: • Normalising of negative behaviours • Spreading of harmful content • Spreading of misinformation • Unhealthy social media use □ Theories explaining how social media use can affect mental health: • Social comparison theory: ○ Upward social comparison ○ Downward social comparison • Turkle's tethered self theory • Uses and gratifications theory	To include: □ Know examples of the different social media platforms □ How the positive and negative uses of social media can affect the mental health and wellbeing of society □ How people are affected differently by social media depending on their own mental health and wellbeing levels □ The main features of social comparison theory □ How social comparison theory links to social media use □ The main features of tethered self theory □ How tethered self theory links to social media use □ The main features of uses and gratifications theory □ How uses and gratifications theory links to social media use
4.3 Managing social media	
□ Legislation and regulation: • OFCOM • Online Safety Act □ Self-regulation: • Actions on harmful content • Codes of practice • Monitoring user activity	To include: □ Know the latest version of the Act □ Know the main purpose of the Act □ Know the role of the regulator in relation to social media □ How the regulation of social media differs from the regulation of broadcast media □ How the legislation and regulation are intended to protect mental health and wellbeing □ Know what self-regulation is □ How self-regulation can be used by providers to manage the use and content of social media

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	□ How self-regulation can be used to manage the impact of social media on the mental health of users Does not include: □ Knowing the detailed content of the Act
4.4 The influence of environmental and global issues on the mental health and wellbeing of society	
□ Issues: • Environmental: ○ Climate anxiety • Global: ○ Pandemics ○ War □ The influence of media forms and social media	To include: □ The different ways that environmental and global issues can affect mental health □ That these are societal issues that affect everyone, but that the impact on mental health and wellbeing is different for different individuals and groups of people □ That feelings about environmental and global issues have changed over time □ How the different media forms and social media can influence mental health and wellbeing in relation to environmental and global issues

Assessment guidance

This unit is assessed by an exam. The exam is 1 hours and 15 minutes and has 50 marks in total. All questions in the exam are compulsory.

The exam will **always** have:

Questions to assess Performance Objectives 1, 2, and 3	• PO1: these questions will require students to recall generic knowledge and understanding. • PO2: these questions will require students to apply knowledge and understanding. • PO3: these questions will require students to analyse and evaluate knowledge, understanding and performance in relation to the scenario.
A range of question types	• Forced choice/controlled response questions. • Short answer, closed response questions. • Extended constructed response questions with points-based marks schemes. • Extended constructed response questions with levels of response marks schemes.
Questions relating to each Topic Area	• Content will be sampled from all topic areas, with at least one question or part question relating to each topic area.

This will be conducted under examination conditions. For more details refer to the Administration area.

A range of question types will be used in the exam.

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The Mental Health and Wellbeing Guide to our Sample Assessment Material gives more information about the layout and expectations of the exam.

The exam for this unit assesses the following Performance Objectives:

- PO1 – Show knowledge and understanding
- PO2 – Apply knowledge and understanding
- PO3 – Analyse and evaluate knowledge, understanding and performance.

Synoptic assessment

This unit allows students to gain underpinning knowledge and understanding relevant to the qualification and sector. The NEA units draw on and strengthen this learning as students will apply their learning to applied tasks.

The following NEA units have synoptic links with this unit. The synoptic grids at the end of these NEA units show these synoptic links.

- F403: Community-based support for mental health and wellbeing
- F404: Supporting mental health and wellbeing with physical activity
- F405: Supporting mental health and wellbeing with outdoor and creative activities

More information about synoptic assessment in these qualifications can be found in Section 6.2 Synoptic Assessment.

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5.3 NEA Units

5.3.1 Unit F402: Supporting and promoting mental health and wellbeing in organisations

Unit Aim

Mental health issues significantly impact UK organisations and the wider economy, through lost work days. While work can provide income, purpose, and social connections, it can also worsen employees' mental health, through job burnout; stress; and unemployment issues. Improving employees mental health, through creating more healthy workplaces and providing the tools needed to manage their own mental health better is a key NHS priority to boost national productivity.

In this unit you will learn about how organisations support the mental health of their employees. You will learn about the features of work that can have an impact on mental health. You will also learn about good practice for improving mental health and the factors affecting employees in the workplace. Finally, you will learn how issues outside of work affect mental health and wellbeing in everyday life and ways to address these positively in an organisational setting.

Unit F402: Supporting and promoting mental health and wellbeing in organisations	
Topic Area 1: Mental health, wellbeing and the workforce	
Teaching content	**Exemplification**
1.1 The importance of the mental health and wellbeing of a workforce	
□ Aspects of an organisation affected by the mental health and wellbeing of the workforce: • Attendance • Costs • Customer service • Job satisfaction • Productivity • Reputation • Sense of belonging • Staff turnover □ Mental health issues or disorders commonly associated with work □ How attitudes to employee mental health and wellbeing are changing: • Awareness of its importance • Employing/appointing specialists to oversee and promote mental health and wellbeing in an organisation • Reducing stigma	To include: □ How mental health and wellbeing affects the different aspects of the organisation for the employer and the employee □ How mental health issues affect the different aspects of the organisation for the employer and the employee □ That mental health issues and disorders can be caused or be exacerbated by work □ That organisations can support people with existing mental health issues and disorders at work □ The different ways that attitudes to employee mental health and wellbeing are changing Examples of **mental health issues or disorders commonly associated with work** may include: □ Anxiety □ Burnout □ Depression □ Generalised Anxiety Disorder (GAD) □ Low mood □ Stress

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1.2 The impact of organisational features on mental health and wellbeing	
□ Scale of operation: • Local • National • International □ Size of organisation: □ Organisational structure: • Formal (hierarchy) • Informal □ Employment status □ Working environments: • Home-based • Hybrid • Manual (indoors) • Manual (outdoors) • Office • Remote □ Working patterns: • Full-time • Part-time • Shift work • Flexible working	To include: □ That all organisations are different □ How the different features of an organisation can impact on the mental health and wellbeing of employees Examples of **employment status** may include: □ Employee: • Permanent • Temporary □ Worker: • Casual • Freelance • Zero-hours
1.3 Communication and its impact on mental health and wellbeing	
□ Communication methods: • Verbal • Visual • Written □ Communication channels □ Amount of communication □ Impacts on individuals	To include: □ How organisations communicate: • Central communication • Colleague to colleague □ How the features of an organisation affect choice of communication methods □ The different ways that the communication can impact mental health and wellbeing □ How the amount of communication received can affect mental health and wellbeing Examples of **communication channels** may include: □ Email □ Instant messaging: • SMS • Teams • WhatsApp) □ Intranet □ Letters □ Meetings: • In-person • Remote □ Social media □ Telephone Examples of **impacts on individuals** may include: □ Anxiety □ Low mood □ Stress

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<table>
<tr><th colspan="2">1.4 Factors influencing the mental health and wellbeing of a workforce</th></tr>
<tr><td>1.4.1 How employees are affected by internal factors:
□ Organisational factors:
• Systems and processes of the organisation:
○ Appraisal systems
○ Levels of autonomy
○ Levels of supervision
○ Opportunities for progression
○ Pay and reward systems
○ Policies and procedures
○ Use of technology
• Workload
□ Cultural factors of the organisation:
• Attitudes of employees
• Attitudes of managers
• Management styles
• Team dynamics
• Employee involvement in decision-making
• Support networks</td><td>To include:
□ How the different factors influence mental health and wellbeing</td></tr>
<tr><td>1.4.2 How the employees are affected by factors external to the organisation:
□ Environmental and global issues
□ Existing mental disorders
□ Financial worries
□ Personal circumstances
□ Physical health</td><td>To include:
□ How the different factors influence mental health and wellbeing</td></tr>
<tr><th colspan="2">1.5 Good practice for supporting mental health and wellbeing</th></tr>
<tr><td>□ Core standards from Thriving at Work report:
• Produce, implement and communicate a mental health at work plan
• Develop mental health awareness among employees
• Encourage open conversations about mental health and the support available when employees are struggling
• Provide employees with good working conditions
• Promote effective people management
• Routinely monitor employee mental health and wellbeing</td><td>To include:
□ How the standards support the mental health and wellbeing of a workforce</td></tr>
</table>

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Topic Area 2: Influencing the mental health and wellbeing of a workforce	
Teaching content	**Exemplification**
2.1 Having a clear strategy for improving mental health and wellbeing	
□ Mental health at work plan: • What it is • Purpose • Benefits □ Elements of a mental health a work plan: • Working conditions and policies • Supporting the mental health and wellbeing of the workforce ○ Developing mental health awareness ○ Encouraging open conversations ○ Promoting effective people management	To include: □ What a mental health at work plan is □ The purpose of a mental health at work plan and how they are used by organisations □ How a mental health at work plan can benefit an organisation and its employees
2.2 Improving working conditions and policies	
□ Changing pay and rewards: • Levels • Links to performance □ Improving the physical environment: • Employee control over the work environment • Lighting and temperature • Office furniture • Office layout □ Modifying levels of supervision □ Reviewing job design: • What work is done • How work is organised • How people work together • Work/life balance □ Improving job security: • Types of contract offered • Length of contracts □ Improving development opportunities: • Offering training □ Linking training to development goals	To include: □ The different ways that working conditions can affect mental health and wellbeing □ How working conditions can be modified to improve mental health and wellbeing □ How these modifications improve mental health and wellbeing
2.3 Supporting the mental health and wellbeing of the workforce	
2.3.1 Developing mental health awareness: □ Information and support □ Employing/appointing specialists	To include: □ How the different sources and types of information and support can be used to develop mental health awareness □ When the different sources and types of information and support are appropriate □ The benefits and limitations of the different types of information and support □ How the different specialists can help to develop mental health awareness Examples of **information and support** may include: □ Employee assistance portals □ External speakers/consultants

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	□ Management training □ Peer support and mentoring □ Staff training □ Targeted awareness initiatives □ Toolkits and information from government, voluntary organisations and other bodies □ Wellbeing messages Examples of **specialists** may include: □ Mental health first aider □ Mental health lead □ Wellbeing ambassadors/champions Wellbeing officers
2.3.2 Encouraging open conversations about mental health and wellbeing: □ Approaches to encouraging open conversations	To include: □ The different approaches that can be taken to encourage open conversations about mental health and wellbeing Examples of **approaches** may include: □ Creating a non-judgemental environment □ Creating staff networks □ Discussing mental health openly □ Encouraging employees to use sources of information and support □ Encouraging employees to engage with workplace specialists
2.3.3 Promoting effective people management: □ Promoting open discussion between managers and employees □ Giving and receiving feedback □ Targeted training and support for managers	To include: □ The different ways that effective people management can be promoted to support mental health and wellbeing □ When the different ways are appropriate
2.4 Monitoring employee mental health and wellbeing	
□ Monitoring employee mental health and wellbeing: • Wellbeing surveys • Other monitoring tools • Using data from monitoring tools: ○ Using data to identify problems ○ Using data to focus support ○ Using data to monitor the impact of change	To include: □ Why it is important to monitor employee mental health and wellbeing □ The different ways to monitor employee mental health and wellbeing □ The benefits and limitations of the different monitoring tools □ How the different monitoring tools can be used to identify areas for improvement Examples of other **monitoring tools** may include: □ Appraisals □ Focus groups □ Informal conversations □ Interview individual members of staff □ Mentoring □ Mood trackers □ Peer Support □ Supervision sessions

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2.5 Designing effective wellbeing monitoring tools	
□ Question quality: • Clarity • Relevance to the aim of the monitoring tool □ Question types: • Open • Closed: ○ Fixed choice ○ Likert scale questions ○ Ranking questions ○ Rating questions □ Avoiding bias in monitoring tool design: • Anonymity • Neutral questions □ Ethical issues in monitoring tool design: • Audience sensitivity • Confidentiality □ Testing the effectiveness of monitoring tools: • Collecting appropriate feedback	To include: □ How the quality of questions in a wellbeing monitoring tool can influence the quality of data collected □ How to write good quality questions for a wellbeing monitoring tool □ How the different question types can be used to create an effective monitoring tool to understand mental health and wellbeing □ Why it's important to avoid bias in monitoring tool design □ How the different ethical issues affect the design of monitoring tools □ How to use feedback to test the effectiveness of monitoring tools
2.6 Barriers to change	
□ Barriers: • Lack of resources • Existing attitudes and values • Existing culture • Lack of commitment to long-term change • Lack of a clear aim or long-term vision • Inflexible systems or regulations • Not integrating change throughout the whole organisation • Unintentionally excluding people with protected characteristics	To include: □ What each barrier is □ How each barrier affects the successful implementation of a mental health at work plan □ How barriers can be overcome

Topic Area 3: Planning an effective mental health and wellbeing campaign	
Teaching content	**Exemplification**
3.1 Researching issues affecting mental health and wellbeing	
□ Approaches to research: • Using accurate, relevant and up-to-date information • Using the internet as an effective research tool • Acknowledging sources □ Accuracy of information: • Reliability • Validity □ Sources of information: • Existing surveys • Published reports • Websites	To include: □ The importance of the different approaches to research □ How to ensure that sources of information are reliable and valid □ How to find the different sources of information for mental health and wellbeing

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3.2 Communicating the campaign	
□ Campaign communication methods: ○ Audio ○ Audio visual ○ Visual ○ Written □ Campaign formats: • Blog posts • In-person events/activities • Intranet pages • Leaflets • Online events/activities • Podcasts • Posters • Presentations • Videos	To include: □ The different communication methods that can be used for a campaign □ Factors influencing the choice of communication method and format □ When the different campaign formats are appropriate □ How the different campaign formats can be tailored for different needs □ The benefits and limitations of the different campaign formats
3.3 Reviewing the campaign content	
□ Areas of review: • Appropriateness • Clarity of message • Suitability for intended audience □ Feedback methods: • Peer-evaluation: ○ Survey ○ Verbal feedback ○ Written feedback • Self-evaluation	To include: □ How the different feedback methods can be used to collect feedback on the campaign content □ How feedback can be used to inform improvements to the campaign content
3.4 Factors influencing the effectiveness of employer support	
□ Severity of issue □ Individual employee circumstances □ Extent of employee engagement □ Quality of information and support	To include: □ How the different factors can affect the extent to which employer support for mental health and wellbeing issues can be effective

Assessment criteria

The table below gives the assessment criteria for the tasks in the set assignment for this unit. The assessment criteria indicate what is required in these tasks.

This qualification has a compensatory approach. This means that the unit grade awarded is based on the **total** number of achieved criteria for the unit (see Section 6.4). Students do **not** have to achieve **all** criteria for a specific grade to achieve that unit grade (e.g. achieve all pass criteria to achieve a pass grade).

Section 7.4 provides full information on how to assess the NEA units and apply the assessment criteria. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see Section 7.4.1). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in Appendix A.

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Pass	Merit	Distinction
P1: Summarise the issues affecting mental health and wellbeing of the employees at the organisation. (PO2)	**M1: Explain** how the features of the organisation, and to the way it communicates are impacting on the mental health and wellbeing of **employees.** (PO3)	**D1: Discuss** how the features, communication and internal factors from **M1** and **M2** may be contributing to the issues for the **organisation.** (PO3)
	M2: Explain how the internal factors at the organisation are impacting on the mental health and wellbeing of its **employees.** (PO3)	
P2: Describe how a mental health at work plan will benefit the organisation. (PO2)		
P3: Outline the areas for improvement targeted by your mental health at work plan. (PO2)	**M3: Recommend** how the organisation should change the working conditions to improve the mental health and wellbeing of its employees. (PO3)	**D2: Justify** why the recommendations in **M3** are appropriate for the organisation. (PO3)
	M4: Recommend how the organisation could make improvements to the **specified area** of supporting the mental health and wellbeing of the workforce. (PO3)	**D3: Justify** why the recommendations in **M4** are appropriate for the organisation. (PO3)
P4: Describe barriers to the successful implementation of the mental health at work plan for the organisation. Is this clearer (PO2)	**M5: Explain** how the barriers in **P4** can be overcome. (PO2)	
P5: Create a draft survey to monitor the impact of the mental health at work plan on employee mental health and wellbeing. (PO4)	**M6: Explain** how your final survey design is effective. (PO4)	**D4 Evaluate** how effective your survey, along with other monitoring tools, will be for understanding the impact of

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Pass	Merit	Distinction
P6: Collect feedback on your draft survey design. (PO4)		the work plan on employee mental health and wellbeing. (PO3)
P7: Create a final version of your survey based on the feedback received in **P6**. (PO4)		
P8: Describe how **two** other monitoring tools could be used to monitor mental health and wellbeing in the organisation. (PO2)		
P9: Summarise three key ways the theme can affect mental health and wellbeing. (PO2)		**D5: Discuss** the extent to which your campaign will support employees' mental health and wellbeing in relation to the theme. (PO3)
P10: Research three strategies and **three** sources of support that employees can use to help manage their mental health and wellbeing in relation to **P9**. (PO4)	**M7: Explain** how the strategies and sources of support in **P10** will help employees to manage their mental health and wellbeing in relation to the theme. (PO3)	
P11: Justify why the sources of information that you have used in your research are appropriate, reliable and valid. (PO4)		
P12: Describe the format of your campaign and how it will be communicated to employees at the organisation. (PO4)	**M8: Justify** why the format and communication method from **P12** are appropriate for the organisation. (PO3)	
P13: Collect feedback on your campaign content. (PO4)		**D6: Recommend** and **justify** improvements to your

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Pass	Merit	Distinction
P14: Describe other approaches the organisation could use alongside your campaign to support employees' mental health and wellbeing in relation to the **theme.** (PO2)		campaign based on feedback and self-reflection. (PO3)

Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
General	• Where assessment criteria refer to 'the organisation', this is the organisation given in the scenario. • Students **must** apply their answers to the organisation in the scenario. They must **not** give generic answers. • The mental health at work plan is made up of the evidence produced by students for **P3**, **P4**, **M3**, **M4**, **M5**, **D2** and **D3.** • The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
P1	• Students **must** use the information from the scenario.
M1	• **M1** relates to the organisational features in **Topic Area 1.2** and communication in **Topic Area1.3.** • Students **must** include **three** points including **at least one** from **Topic Area 1.2** and **at least one** from **Topic Area 1.3.**
M2	• **M2** relates to the internal factors from **Topic Areas 1.4.1.** • Students **must** include **three** factors that impact the **employees** at the organisation.
D1	• Students **must** relate their discussion to the impact on the **organisation.** • Students **must** relate their discussion to the points explained in **M1 and M2** to achieve this criterion.
P2	• Students **must** describe the **benefits to the organisation** in the scenario of having a mental health at work plan rather than the general benefits of having a mental health at work plan. • Students **must** include **two relevant** benefits.
P3	• **P3** relates to **Topic Areas 2.2** and **2.3.** • Students **must** include **two** areas for improvement relevant to the organisation, including **one** from **each** of **Topic Area 2.2** and **one** from **Topic Area 2.3.**
M3	• Students **must** cover both areas of improvement outlined in **P3.**
M4	• Students **must** cover both areas of improvement outlined in **P3.**

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	• The area of support will be specified in the task. The area of support will be taken from **Topic Area 2.3.1**, **2.3.2**, or **2.3.3**.
D2	• There is no assessment guidance for this criterion.
D3	• There is no assessment guidance for this criterion.
P4	• **P4** relates to **Topic Area 2.6**. • Students **must** include **two** barriers relevant to the organisation.
M5	• Students **must** cover both barriers described in **P4**.
P5	• Surveys **must** include at **least six** questions that relate to mental health and wellbeing. • Students **must** include both open and closed question types from **Topic Area 2.5.**
P6	• Students **must** test their draft survey on at least **three** different people. This can be peers, family or friends. The feedback must be sufficient to allow students to access **P7**. • Feedback should be focused on the factors listed in **Topic Area 2.5**. • Evidence of feedback **must** be submitted. Where students have received verbal feedback, they **must** provide notes on this.
P7	• Students **must** provide evidence of any adaptations made to the draft survey and the reasons for them. • Reasons for adaptations could be provided in the form of an annotated final survey or brief written notes accompanying the final survey. • If the student does not consider that adaptations need to be made, or has not addressed some elements of the feedback, they **must** give reasons for this.
M6	• **M6** relates to **Topic Area 2.5**. • Students **must** explain how they have considered question types, bias **and** ethical issues in their survey design.
P8	• **P8** relates to **Topic Area 2.4**. • Students **must** describe how **two** monitoring tools (other than wellbeing surveys) could be used. Students can use any relevant monitoring tool and are not limited to the examples listed in **Topic Area 2.4**.
D4	• Evaluation **must** be linked to the monitoring tools described in **P8** and the student's own wellbeing survey. • The effectiveness of the monitoring tools **must** be linked to the mental health at work plan.
P9	• Evidence **must** relate to the theme specified in the task. • Evidence for **P9** forms part of the campaign content. • Students **must** summarise **three** ways the theme affects mental health and wellbeing to achieve the criterion.
P10	• This criterion relates to the approaches to research in **Topic Area 3.1**. • Students **must** evidence that they have researched **three** strategies **and three** sources of support to achieve this criterion.

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	• The strategies and sources of support **must** relate to the ways summarised in **P9.** They can address one, two or all three of the ways summarised. • Students **must** use at least **three** sources of information as part of their research. It is acceptable for these sources to be **three different** websites. • The research **must** be correctly acknowledged. • Research evidence forms part of the campaign content.
M7	• To achieve this criterion, students **must** explain how all the strategies **and** sources of support from **P10** will help employees.
P11	• This criterion relates to **Topic Area 3.1.** • Students **must** justify why **three** of the sources of information used in **P11** are appropriate, reliable and valid.
P12	• **P12** is the campaign plan. • The choice of format for the campaign **must** be appropriate for the organisation. • Students **must** say how the campaign will be communicated to the **employees.**
M8	• This criterion relates to **Topic Area 3.2.**
D5	• Students **must** consider how far their campaign will make a difference to employees' mental health and wellbeing in relation to the theme.
P13	• **P13** relates to **Topic Area 3.3.** • Students **must** collect feedback on how successful their campaign content will be in supporting employees in relation to the theme. • It is recommended that students consider **D6** when collecting their feedback. • Feedback methods **must** come from **Topic Area 3.3.** Evidence of feedback **must** be submitted. Where students have received verbal feedback, they **must** provide notes on this.
P14	• This criterion relates to **Topic Area 2.3.1.** • Students **must** consider other ways that the organisation can support the employees in relation to the theme.
D6	• Recommendations **must** be based on feedback on the campaign content from **P13 and** self-reflection on the campaign content and overall campaign plan.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in Unit F400.

This table details these synoptic links.

Unit F402: Supporting and promoting mental health and wellbeing in organisations	Unit F400: Fundamentals of mental health and the individual

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Topic Area		Topic Area	
1	Mental health, wellbeing and the workforce	1 3 5	Introducing mental health and wellbeing Factors influencing mental health and wellbeing Mental health issues and disorders
2	Influencing the mental health and wellbeing of a workforce	5 6	Mental health issues and disorders Strategies for managing mental health and wellbeing
3	Planning an effective mental health and wellbeing campaign	5 6	Mental health issues and disorders Strategies for managing mental health and wellbeing

More information about synoptic assessment in these qualifications can be found in Section 6.2 Synoptic assessment.

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5.3.2 Unit F403: Community-based support for mental health and wellbeing

Unit Aim

Social connection is an important factor in our mental health and wellbeing. Sometimes we need help to stay connected. Community-based organisations offer support by promoting social connectedness, healthy lifestyles, and help individuals to overcome personal difficulties. This unit highlights the role of social prescribing in connecting individuals to appropriate community support.

In this unit you will learn the importance of social connectedness and social prescribing in the community. You will learn about the role of the social prescribing link worker, and the benefits, processes and factors affecting social prescribing. and. You will learn the importance of emphasising a person-centred approach to care, the skills needed to support individuals, and local community provisions. You will also explore factors affecting the effectiveness of social prescribing and how outcomes can be measured for the individual.

Unit F403: Community-based support for mental health and wellbeing	
Topic Area 1: Social connectedness	
Teaching content	**Exemplification**
1.1 Understanding social connectedness	
□ Social connectedness: • Benefits • The difference between social isolation and loneliness □ Effects of different levels of social connectedness: • Mental health effects • Physical health effects • Short- and long-term effects □ Factors influencing levels of social connectedness: • Age • Health • Life events • Personal and family circumstances • Employment status • Levels of social activity • Levels of social isolation • Access to support networks	To include: □ What social connectedness is □ The benefits of social connectedness for mental health and wellbeing, and physical health □ The reasons why different people can experience different levels of social connectedness □ How different levels of social connectedness can impact on mental health and wellbeing
1.2 Barriers to improving social connectedness	
□ Psychological barriers: • Fear of embarrassment • Fear of judgment • Fear of rejection • Lack of motivation □ Barriers to sustaining improvements: • Commitment • Engagement • Realistic expectations	To include: □ How the different barriers can limit social connectedness for people at different life stages

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1.3 Approaches an individual can take to improving social connectedness	
□ Approaches: • Skills • Strategies	To include: □ How the different approaches to improving social connectedness can positively impact mental health and wellbeing □ That the value of the different approaches to improving social connectedness will depend on individual circumstances Examples of **skills for improving social connectedness** may include: □ Communication □ Interpersonal Examples of **strategies for improving social connectedness** may include: □ Spending quality time with family and friends □ Joining groups, clubs or classes related to an interest or hobby □ Spending time with others in nature □ Expressing gratitude to others □ Volunteering with an organisation □ Getting involved with the community □ Expanding and diversifying social networks □ Providing social support to others □ Getting to know neighbours □ Making use of screen time

Topic Area 2: Social prescribing and community-based support	
Teaching content	**Exemplification**
2.1 Understanding needs	
□ Types of need: • Physical • Intellectual • Emotional • Social • Financial □ Scope of need: • Simple • Complex • Short-term • Long-term	To include: □ That the type and scope of need can vary between individuals Examples of **physical need** may include: □ One or more long term health condition □ Physical disability □ Substance abuse Examples of **intellectual need** may include: □ Learning disabilities □ Memory issues □ Understanding the welfare system and processes Examples of **emotional need** may include: □ Anxiety □ Grief □ Low mood □ Low self-confidence □ Low self-esteem Examples of **social need** may include:

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	□ Loneliness □ Social isolation Examples of **financial need** may include: □ Debt □ Financial pressures
2.2 Understanding social prescribing	
□ Social prescribing: • What it is • Who is involved • Why it exists • Links to social connectedness □ Personalised care: • Choice and control for individuals • Support tailored to individual needs and preferences	To include: □ How the different types of need in Topic Area 2.1 can create a demand for social prescribing □ How social prescribing is used to complement other treatments □ Why social prescribing is used instead of other treatments □ How social prescribing can be used to improve social connectedness □ What personalised care is □ How social prescribing can be used to provide personalised care for individuals Does not include: □ Detailed study of the origins of social prescribing
2.3 Types of social prescribing	
□ Types of social prescribing: • Advice, information and guidance • Arts, culture and heritage • Natural environment • Physical • Social groups □ Factors influencing suitability: • Appropriateness for needs • Cost • Local availability • Accessibility	To include: □ What the different types of social prescribing can involve □ How the different factors influence the suitability of the different types of social prescribing offered to an individual Examples of **advice, information and guidance** activities may include: □ Advocacy □ Debt advice □ Financial management □ Healthy eating advice □ Housing support □ Opportunities to help find paid employment □ Understanding the welfare system Examples of **arts, culture, and heritage** activities may include: □ Art classes □ Cinema □ Cookery □ Music groups □ Opportunities to explore heritage Examples of **natural environment** activities may include: □ Accessing nature spaces, parks and waterways □ Gardening

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	Examples of **physical** activities may include: □ Exercise classes □ Swimming □ Walking groups Examples of **social group** activities may include: □ Befriending □ Peer support □ Volunteering
2.4 Community-based organisations	
□ Organisations that offer opportunities for community-based support: • Charities • Statutory agencies • Voluntary, community and social enterprise organisations □ Factors influencing availability of community-based support: • Community engagement • Funding • Local partnership arrangements • Workforce/volunteer availability	To include: □ The main purpose of the different organisations □ The types of social prescribing activities the different organisations offer □ How the different factors can influence the variety and number of organisations offering community-based support
2.5 Benefits of social prescribing	
□ Benefits to the individual: • Physical health • Intellectual • Emotional • Social • Financial	To include: □ How social prescribing can benefit individuals □ How individuals can benefit from social prescribing in different ways depending on the type and scope of their needs Examples of **physical health** benefits may include: □ Taking control of your health □ Lessening the impact of long-term health conditions □ Reducing the likelihood of developing long-term health conditions □ Having a more active lifestyle Examples of **intellectual** benefits may include: □ Learning new skills □ Developing new knowledge □ Improving school/college/work attendance □ Having a sense of purpose Examples of **emotional** benefits may include: □ Gaining confidence □ Having increased motivation □ Happiness □ Getting better at self-management Examples of **social** benefits may include:

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	□ Improving quality of life □ Reducing loneliness □ Having a sense of belonging Examples of **financial** benefits may include: □ Gaining employment □ Having a greater understanding of financial management
2.6 Factors affecting the effectiveness of social prescribing	
□ Factors: • Cultural considerations • Personal and family circumstances • Readiness to engage • Willingness to engage	To include: □ How each factor can impact on the extent of success of a social prescription

Topic Area 3: Supporting individual needs through social prescribing and community-based support	
Teaching content	**Exemplification**
3.1 Planning for personalised care and support	
□ Person-centred care: • Approach • Values • Features	To include: □ What a person-centred approach to care is □ How the values of person-centred care can be used in the development of a plan for personalised care and support Examples of **features** of person-centred care may include: □ What matters to the person – priorities, interests, values, motivations □ What the person can do for themselves to keep well and active □ Assets individuals already have – sources of support, hobbies, skills and passions □ Community support and services the person will be connected to □ What the person can expect of community support and services
3.2 Role of the social prescribing link worker in supporting individuals and communities	
3.2.1 The role of the social prescribing link worker in supporting individuals: □ Roles	To include: □ How a social prescribing link worker can support individuals Examples of **roles** of a social prescribing link worker may include: □ Assessing individual needs □ Creating a social prescription/personalised care and support plan □ Setting goals □ Providing personalised support □ Building rapport and trusting relationships □ Providing transport □ Home visits □ Referring and introducing individuals to community services and organisations □ Signposting to wider support

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3.2.2 The role of the social prescribing link worker in supporting communities: □ Roles	To include: □ How a social prescribing link worker can support communities Examples of **roles** of a social prescribing link worker may include: □ Asset mapping □ Creating local service directories □ Identifying gaps in local community-based support provision □ Liaising with commissioners and local partners
3.2.3 The skills and attributes of a social prescribing link worker: □ Skills □ Attributes	To include: □ Why the skills and attributes are important for a social prescribing link worker □ When the different skills and attributes may be needed □ How the skills and attributes can be used in supporting individuals and communities Examples of **skills** of a social prescribing link worker may include: □ Active listening □ Boundary setting □ Coaching and motivational interviewing skills □ Communication skills □ Managing endings □ Working in a person-centred way Examples of **attributes** a social prescribing link worker may include: □ Empathetic □ Emotionally resilient □ Non-judgemental □ Patient
3.3 Measuring the outcomes of social prescribing for individuals	
□ Measuring outcomes: • NHS Common Outcomes Framework • Areas used to measure outcomes for individuals • The importance of measuring outcomes for the healthcare system	To include: □ What The NHS Common Outcomes Framework is □ Why the NHS measures outcomes Examples of **areas used to measure outcomes for individuals** may include changes to: □ Ability to manage own health and wellbeing □ Levels of physical activity □ Ability to manage practical issues, such as debt, housing and mobility □ Levels and feelings of connection to others, isolation or loneliness

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Assessment criteria

The table below gives the assessment criteria for the tasks in the set assignment for this unit. The assessment criteria indicate what is required in these tasks.

This qualification has a compensatory approach. This means that the unit grade awarded is based on the total number of achieved criteria for the unit (see Section 6.4). Students do not have to achieve all criteria for a specific grade to achieve that unit grade (e.g. achieve all pass criteria to achieve a pass grade).

Section 7.4 provides full information on how to assess the NEA units and apply the assessment criteria. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see Section 7.4.1). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in Appendix A.

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P1: Research how social isolation affects people in the same life stage as the individual.
(PO4)</td><td rowspan="2">M1: Explain how improving social connectedness might impact on the individual's mental health and wellbeing.
(PO2)</td><td rowspan="5">D1: Discuss the extent to which your recommendations will help the individual to sustain social connectedness in the long-term.
(PO3)</td></tr>
<tr><td>P2: Summarise the factors influencing the individual's levels of social connectedness.
(PO2)</td></tr>
<tr><td>P3: Summarise how two psychological barriers might be preventing the individual from improving their social connectedness.
(PO2)</td><td rowspan="2">M2: Recommend and justify how the individual could improve their social connectedness.
(PO3)</td></tr>
<tr><td>P4: Describe three approaches that the individual could use to improve their social connectedness.
(PO2)</td></tr>
<tr><td>P5: Summarise the types of need of the individual.
(PO2)</td><td>M3: Explain why social prescribing is appropriate for the individual to improve their mental health and wellbeing.
(PO2)</td><td>D2: Discuss the extent to which social prescribing is likely to be successful for the individual.
(PO3)</td></tr>
<tr><td>P6: Describe how two types of social prescribing will meet the needs of the individual.
(PO2)</td><td></td><td>D3: Recommend and justify activities for the individual.
(PO3)</td></tr>
</table>

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Pass	Merit	Distinction
P7: Describe the benefits of the types of social prescribing from **P6** for the individual. (PO2)		
P8: For **each** type of social prescribing in **P6**, **research two** activities in your local area that are suitable for the individual. (PO4)	**M4: Compare** the suitability of the activities from **P8** for the individual. (PO3)	
P9: Research three organisations in your local area that would deliver the types of social prescribing from **P6.** (PO4)	**M5: Assess** the extent of community provision in your local area for delivery of **one** of the types of social prescribing from **P6.** (PO3)	**D4: Analyse** the factors that affect the availability of community provision suitable for social prescribing in your local area. (PO3)
P10: Explain how you would use a person-centred approach to care in a meeting with the individual. (PO4)	**M6: Explain** how you would support the individual to engage with the activities from **P8** if you were a social prescribing link worker. (PO4)	**D5: Discuss** how you would use the skills and attributes of a social prescribing link worker in a meeting to ensure the individual engages with social prescribing. (PO3)
P11: Summarise how the Common Outcomes Framework for social prescribing would be used to measure outcomes for the individual. (PO2)		

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Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
General	• Where criteria refer to 'the individual' this relates to the individual in the scenario. • The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
P1	• Students can use research skills from **Unit 3**, **Topic Area 3.1.** Students **must** use **three** sources of information in their research. • The life stage is specified in the scenario.
P2	• **P2** relates to **Topic Area 1.1.** • Students **must** relate their summary to the individual in the scenario.
P3	• **P3** relates to **Topic Area 1.2.**
P4	• The approaches can come from either of the areas listed in **Topic Area 1.3**. It is acceptable for all three approaches to come from the same area.
M1	• There is no assessment guidance for this criterion.
M2	• Recommendations **must** build on responses to **P2**, **P3** and **P4.**
D1	• The discussion **must** include consideration of the barriers to sustaining improvements in **Topic Area 1.2.**
General	• Where criteria refer to 'the individual' this relates to the individual in the chosen scenario. • Where 'local' is referred to, this can refer to the student's town or city but could be expanded to consider the county or region if relevant information can only be found at that level. • The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
P5	• Students **must** refer to **Topic Area 2.1** to help them determine the types of need in relation to their chosen individual. • Students **must** refer to all five types of need in **Topic Area 2.1**. If students feel the individual does not have one or more of the types of need, they **must** explain their reasoning.
M3	• **M3** relates to **Topic Area 2.2.** • Students must consider why social prescribing as an approach is suitable for the individual.
D2	• **D2** relates to **Topic Area 2.6.** • Students **must** relate their discussion to the individual.
P6	• **P6** relates to **Topic Area 2.3.** • Students **must** describe **two different** types of social prescribing to achieve this criterion.
P7	• **P7** relates to **Topic Area 2.5.**

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	• Students **must** describe the benefits of **both** types of social prescribing from **P6** to achieve this criterion.
P8	• Evidence of the research **must** include details of when and where the activities take place, how to join or access the activity and the cost.
M4	• **M4** relates to **Topic Area 2.3.** • Students **must** compare cost, availability and accessibility of the activities researched in **P8.**
D3	• **D3** builds on **P6-M4.** • Students could recommend one or more activities. • Justifications **must** include consideration of needs, benefits and suitability for the individual.
P9	• The organisations **must** come from **Topic Area 2.4.** The organisations can all come from one type in the list. • The organisations could relate to one or both types of social prescribing from **P6** depending on local provision.
M5	• There is no assessment guidance for this criterion.
D4	• **D4** relates to **Topic Area 2.4.**
P10	• **P10** relates to **Topic Area 3.1.**
M6	• **M6** relates to **Topic Area 3.2.1.**
D5	• **D5** relates to **Topic Area 3.2.3.**
P11	• **P11** relates to **Topic Area 3.3.** • Students **must** make reference to the areas of the NHS Common Outcomes Framework for social prescribing.

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Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in Unit/s F400 and F401.

This table details these synoptic links.

Unit F403: Community-based support for mental health and wellbeing		Unit F400: Fundamentals of mental health and the individual	
Topic Area		Topic Area	
1	Social connectedness	1 2 3 6	Introducing mental health and wellbeing The brain and body Factors influencing mental health and wellbeing Strategies for managing mental health and wellbeing
2	Social prescribing **and community-based support**	5 6	Mental health issues and disorders Strategies for managing mental health and wellbeing
3	Supporting individual needs through social prescribing **and community-based support**	5 6	Mental health issues and disorders Strategies for managing mental health and wellbeing

Unit F403: Community-based support for mental health and wellbeing		Unit F401: Mental health, wellbeing and society	
Topic Area		Topic Area	
1	Social connectedness	1 3	Evolving perceptions of mental health in society Society today
2	Social prescribing **and community-based support**	2	Societal developments and mental health
3	Supporting individual needs through social prescribing **and community-based support**	3	Society today

More information about synoptic assessment in these qualifications can be found in Section 6.2 Synoptic assessment.

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5.3.3 Unit F404: Supporting mental health and wellbeing with physical activity

Unit Aim

Physical activity is beneficial for mental health as well as physical health. Keeping active can increase our energy levels and boost our mood as well as reducing disease risk and increasing life expectancy.

In this unit, you will learn about physical activity and its physiological and mental effects. You will discover how to plan and record a physical activity program and measure its impact on mental health and wellbeing. You will also learn about the necessary actions for compliance with relevant legislation and how to address potential barriers to participation for those with mental health issues.

F404: Supporting mental health and wellbeing with physical activity	
Topic Area 1: Impact of physical activity on mental health and wellbeing	
Teaching content	**Exemplification**
1.1 Physical activity	
□ Physical activity: • Categories: ○ Sport ○ Non-sport • Features: ○ Duration ○ Frequency ○ Level of complexity ○ Level of intensity ○ Level of social interaction ○ Level of technical skill required ○ Setting ○ Structured/unstructured • Recommended levels: ○ Adults (19-64) ○ Older adults ○ Children and young people ○ Children under five	To include: □ That physical activity is any bodily movement produced by skeletal muscles requiring energy expenditure □ The features of physical activities □ That recommended levels of physical activity are different for people of different ages □ How the different features of physical activity can impact on mental health and wellbeing □ That the different features can affect the mental health and wellbeing of participants differently Examples of **level of intensity** may include: □ Low □ Moderate □ Vigorous □ Very vigorous Examples of **setting** may include: □ Public spaces □ Local authority managed indoor spaces □ Local authority managed outdoor spaces □ Privately managed indoor spaces □ Privately managed outdoor spaces Examples of **non-sport** may include: □ Household chores □ Occupational activity

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1.2 Physiological effects of physical activity	
□ Body systems: • Cardiovascular system • Control and regulatory system • Musculoskeletal system • Respiratory system □ Physical health benefits	To include: □ The main short- and long-term effects of physical activity on the different body systems □ How inactivity can affect the different body systems □ The main physical health benefits of physical activity Does not include: □ Detailed study of the different body systems
1.3 The links between physical activity and mental health and wellbeing	
□ The effect of physical activity on mental health indicators: • Anxiety levels • Levels of social interaction • Mood • Motivation and focus • Rates of depression • Self-esteem • Sleep quality □ The effect of physical activity on mental health disorders	To include: □ How physical activity can affect each indicator of mental health □ How physical activity supports physical health, in turn supporting mental health and wellbeing □ How physical activity can be used to support the management of mental health disorders

Topic Area 2: Planning physical activities for mental health and wellbeing	
Teaching content	**Exemplification**
2.1 Participant considerations	
□ Physical: • Access to facilities • Age • Disability • Fitness level • Physical health □ Personal: • Cultural factors • Money • Personal commitments • Time □ Technical: • Ability • Understanding	To include: □ How the different considerations can influence the choice of physical activity for an individual □ How the different considerations can influence levels of participation in physical activity □ How the different considerations can influence a physical activity programme
2.2 Measuring levels of mental health and wellbeing	
□ The difficulty of measuring levels of mental health and wellbeing □ Measurement tools for levels of mental health and wellbeing: • Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) □ Monitoring changes in mental health and wellbeing: • Mental health and wellbeing diary • Mood diary/journal	To include: □ Why measuring levels of mental health and wellbeing can be difficult □ How the WEMWBS can be used to monitor changes in mental health and wellbeing □ How diaries and journals can be used to monitor changes in mental health and wellbeing over time

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□ The challenges of assessing the impact of physical activity on mental health and wellbeing: • Subjectivity of mental health and wellbeing measurements • The challenge of linking changes to mental health and wellbeing to a single activity • The significance of other factors in determining levels of mental health and wellbeing	□ How the different challenges affect the reliability of mental health and wellbeing measurements
2.3 Planning and recording the activity	
□ Planning documentation: • Individual activity plan: ○ Duration ○ Frequency ○ Level of intensity ○ Level of social interaction ○ Setting ○ Structured/unstructured • Physical activity record: ○ Variables recorded	To Include: □ What an individual physical activity plan is □ How to complete a physical activity plan for a physical activity programme □ That planning can be adapted in response to changes in participant needs □ The different variables that can be recorded in a physical activity record

Topic Area 3: Supporting physical activity participation and engagement	
Teaching content	**Exemplification**
3.1 Physical activity providers	
□ Community and leisure centres □ Dance groups and schools □ Gyms and fitness centres □ Outdoor activity providers □ Registered exercise professionals □ Specialised programmes □ Sports clubs	To include: □ How the different providers contribute to participation in physical activity □ How the different providers can support engagement in physical activity Examples of **registered exercise professionals** may include: □ Personal trainers □ Fitness instructors □ Exercise referral specialists □ Yoga teachers □ Pilates instructors Examples of **outdoor activity providers** may include: □ Hiking clubs or groups □ Cycling clubs or groups □ Rock climbing clubs or groups □ Water sports clubs or groups Examples of **specialised programmes** may include: □ Specialised provision for people with disabilities □ Specialised provision for pregnant women □ Specialised provision for older adults

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3.2 Mental health related considerations	
□ Factors affecting participation and engagement in physical activity: • Anxiety levels • Confidence levels • Fatigue • Motivation • Side effects of medication	To include: □ How the different factors can affect participation in and engagement with physical activities □ How an individual can be supported with each factor to increase participation in and engagement with physical activity
3.3 Inclusivity and engagement	
□ Ensuring inclusivity through the STEP model: • Space • Task • Equipment • Person □ Ensuring sustained engagement through the EAST model: • Easy to attend • Attractive to participants • Social • Timely	To include: □ What inclusivity is and why it's important for physical activities □ What the STEP model is □ How the STEP model can be used to assess the inclusivity of a physical activity □ How the STEP model can be used to consider ways to adapt physical activities to improve inclusivity □ What the EAST model is □ How the EAST model can be used to ensure physical activities are engaging for participants □ The value of inclusivity and engagement in maximising the mental health benefits of physical activity □ How improving inclusivity and engagement can support the different mental health considerations from Topic Area 3.2
3.4 Complying with legislation for physical activity	
□ Avoiding discrimination in physical activities: • Direct discrimination • Indirect discrimination □ Making reasonable adjustments for physical activity participants	To include: □ That mental health is a legally protected characteristic □ The different types of discrimination □ How the different types of discrimination might occur when planning and running a physical activity □ How to avoid discriminating against participants in a physical activity session or programme □ What a reasonable adjustment is □ How reasonable adjustments can be made for participants when planning and running a physical activity

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3.5 Potential problems of participation	
□ Exercise addiction □ Over-exercising □ Relative Energy Deficiency in Sport (RED-S)	To include: □ What each problem is □ How to recognise the signs of each problem in an individual □ How the problems can affect an individual □ How activity leaders can support individuals to manage the potential problems of participation in physical activity □ The challenges activity leaders might face supporting individuals with each problem to participate in physical activity sessions □ The extent to which an activity leader can support an individual to manage each problem and participate in physical activity sessions

Assessment criteria

The table below gives the assessment criteria for the tasks in the set assignment for this unit. The assessment criteria indicate what is required in these tasks.

This qualification has a compensatory approach. This means that the unit grade awarded is based on the total number of achieved criteria for the unit (see Section 6.4). Students do not have to achieve all criteria for a specific grade to achieve that unit grade (e.g. achieve all pass criteria to achieve a pass grade).

Section 7.4 provides full information on how to assess the NEA units and apply the assessment criteria. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see Section 7.4.1). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in Appendix A.

Pass	Merit	Distinction
P1: Outline a four-week physical activity programme that is appropriate for you. (PO4)	**M1: Explain** the possible effects of your physical activity programme on your mental health and wellbeing. (PO2)	**D1: Discuss** the challenges of assessing the impact of your physical activity programme on your mental health and wellbeing. (PO3)
P2: Explain how participant considerations have influenced your physical activity programme. (PO2)		
P3 Create a physical activity record to use for your chosen activity over the four-week period. (PO4)	**M2: Assess** the impact of the physical activity programme on your overall wellbeing. (PO3)	

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Pass	Merit	Distinction
P4 Complete the planned physical activity for four weeks and keep a record of your activities. (PO4)		
P5: Research three activity sessions in your local area that would be appropriate for the individual. (PO4)	**M3: Compare** the three activity sessions from **P5** using the EAST model. (PO4)	**D2: Recommend and justify** which activity session is most appropriate for the individual. (PO3)
P6: Describe the main physical health benefits of **one** physical activity from **P5.** (PO2)		**D3: Discuss** how effective the physical activity will be in improving the physical and mental health of the individual. (PO3)
P7: Describe the overall mental health benefits of the physical activity from **P6.** (PO2)		
P8: Find one piece of reliable research into the link between physical activity and the mental health disorder identified in the case study. (PO4)	**M4: Explain** what the research shows about the link between physical activity and the mental health disorder identified in the case study. (PO4)	
P9: Explain how the mental health disorder might affect the individual's participation in physical activity. (PO2)		
P10: Complete the STEP model to identify possible adaptations for your chosen activity session. (PO4)	**M5: Recommend** how the leader can adapt the activity session for the individual based on the STEP model and reasonable adjustments. (PO3)	**D4: Discuss** how the recommendations from **M5** will support the individual in taking part and remaining engaged in the activity session. (PO3)
P11: Describe the potential problems of physical activity for the individual in the case study. (PO2)	**M6: Explain** how the activity session leader could support the individual to reduce the potential problems identified in **P11.** (PO2)	**D5: Discuss** the challenges the activity session leader might face in supporting the individual. (PO3)

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Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
General	• It is recommended that students keep a mental health and wellbeing diary throughout the four-week period. It is also recommended that students measure their mental health and wellbeing each week for the duration of the programme. This will support students to complete **M2** and **D1**. • Diaries and completed Warwick-Edinburgh Mental Wellbeing Scale measurements must **not** be submitted as evidence. • It is **not** intended that students use the Warwick-Edinburgh Mental Wellbeing Scale as a tool for self-diagnosis. The individual questions in the template are intended to be used as a stimulus for students to consider aspects of their mental health and wellbeing for the duration of the assessment. • Where assessment criteria and guidance refer to an 'activity' this can be one or more activities. • The physical activity does **not** need to be completed under teacher supervision.
P1	• For **P1** Students should measure their current physical activity levels as a baseline and make a programme of activity that is appropriate to them. • To achieve this criterion, students **must** provide a brief outline as a plan of the activity being carried out, in relation to: ○ Duration ○ Frequency ○ Level of intensity ○ Level of social interaction ○ Setting ○ Structured/unstructured • Students can complete more than one type of physical activity. Details of all physical activities **must** be included in the plan. • There is no minimum requirement for the activity, but students **must** consider all of the assessment criteria when selecting their activity and activity duration to ensure the full range of criteria can be accessed. The potential mental health and wellbeing benefits of the activity should be considered for the same reason.
P2	• **P2** relates to participant considerations in **Topic Area 2.1**. • Students **must** explain how they have taken physical, technical and personal considerations into account when choosing their activity. Explanations **must** include at **least one** of **each** type of consideration.
M1	• **M1** relates to **Topic Areas 1.1** and **1.3**. • Students **must** relate their explanation to at least **two** appropriate features of physical activity from **Topic Area 1.1**.

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P3	• **P3** relates to **Topic Area 2.3.** • Students **must** create a physical activity record. This could be a simple log sheet or table. This activity record **must** be provided as evidence. • Students **must** give details of the variables they will record, and briefly outline why these variables are appropriate.
P4	• The physical activity does **not** need to be completed under teacher supervision. • Completed physical activity records **must** be provided as evidence for this criterion. • It is expected that students will complete the four-week physical activity programme, but if necessary, it is acceptable for students to modify their programme during the four weeks but their activity records should reflect this.
M2	• Students should consider their mental health and wellbeing measurements from before, during and after the four-week programme. • Students can draw on content from **Unit F400, Topic Area 1.1.3: Wellbeing** for this criterion. Students **must** relate their assessment to their own experiences. • Students **must** include consideration of physical, mental, emotional **and** social wellbeing to achieve this criterion. If students do not consider there has been an impact on any or all of these elements, they **must** provide reasons why.
D1	• **D1** relates to **Topic Area 2.2.** • Students can draw on content from **Unit F400**, **Topic Area 3: Factors influencing mental health and wellbeing** for this criterion. Students **must** relate their discussion to their own experiences.
General	• Where criteria refer to **physical activity**, this means the physical activity that happens in a physical activity session, e.g. football. • The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.

P5	• **P5** relates to **Topic Area 3.1.**
	• The research **must** include details of:
	  ○ who the activity provider is
	  ○ when and where the activity sessions take place
	  ○ how to join or access the activity sessions.
	• Students **must** select the type of activity session specified in the case study.
	• All three physical activity sessions researched **must** be of the type specified in the case study. The physical activity can be (but does not need to be) the same in all three sessions.
	• Students should take into consideration that one of the activities for **P5** will form the basis of **P6**, **P7**, **D3** and **Task 2b.**
	• Students do **not** need to comment on the appropriateness of the activity sessions to achieve this criterion. However, students should

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	be encouraged to research activity sessions that are appropriate for the individual as this will be covered in **D2.**
M3	• **M3** relates to **Topic Area 3.3.**
D2	• **D2 must** build on **P5** and **M3.** • Recommendations and justifications **must** relate to the individual in the case study and include relevant participant considerations from **Topic Area 2.1.**
P6	• **P6** relates to **Topic Area 1.2.** • Students **must** describe the benefits of **one** of the physical activities researched in **P5.**
P7	• **P7** relates to **Topic Area 1.3.** • Students **must** relate their response to the physical activity from **P6.**
P8	• Students can use research skills from **Unit F402**, **Topic Area 3.1.** The research **must** relate to the mental health disorder identified in the case study. • Students **must** include a brief outline of the findings of the research. • Students **must** include why they consider the source of research to be reliable.
M4	• **M4** relates to **P8.**
D3	• **D3** builds on **P6–P8** and **M4** and **must** relate to the physical activity from **P6.**
General	• Students must choose one of the activity sessions from **P5** as the basis for **Task 2b.** Where students have attempted **D2**, it is suggested that they should use the activity session they have recommended.
P9	• **P9** relates to **Topic Area 3.2.** • Responses **must** relate to the individual and the mental health disorder identified in the case study. • Students can draw on content from **Unit F400, Topic Area 5** for this criterion.
P10	• **P10** relates to **Topic Area 3.3.** • Students **must** cover all four areas of the model.
M5	• **M5** relates to **Topic Areas 3.3** and **3.4** and builds on **P10.** • Students **must** cover all four areas of the STEP model **and** reasonable adjustments. If students feel that no adaptations are necessary in an area, they **must** explain why. • Recommended adaptations and reasonable adjustments **must** be appropriate for the individual in the case study.
D4	• There is no assessment guidance for this criterion.
P11	• **P11** relates to **Topic Area 3.5.** • Students **must** relate their response to the individual in the case study.
M6	• **M6** builds on **P11.**
D5	• **D5** builds on **M6.**

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Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in Unit/s F400 and F401.

This table details these synoptic links.

Unit F404: Supporting mental health and wellbeing with physical activity		Unit F400: Fundamentals of mental health and the individual	
Topic Area		Topic Area	
1	Impact of physical activity on mental health and wellbeing	1 3	Introducing mental health and wellbeing Factors influencing mental health and wellbeing
2	Planning physical activities for mental health and wellbeing	1 6	Introducing mental health and wellbeing Strategies for managing mental health and wellbeing
3	Supporting physical activity participation and engagement	5 6	Mental health issues and disorders Strategies for managing mental health and wellbeing

Unit F404: Supporting mental health and wellbeing with physical activity		Unit F401: Mental health, wellbeing and society	
Topic Area		Topic Area	
1	Impact of physical activity on mental health and wellbeing	3	Society today
2	Planning physical activities for mental health and wellbeing	3	Society today
3	Supporting physical activity participation and engagement	3	Society today

More information about synoptic assessment in these qualifications can be found in Section 6.2 Synoptic assessment.

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5.3.4 Unit F405: Supporting mental health and wellbeing with outdoor and creative activities

Unit Aim

Our interactions with nature and outdoor spaces, along with opportunities for creative expression through activities like art, dance, drama, music, and play, can significantly boost mental health and wellbeing. These activities provide valuable tools for mental health promotion and therapy by allowing individuals to express their thoughts and emotions beyond words.

In this unit you will learn about nature connectedness, reflect on your experiences with nature, and learn how outdoor and creative activities are used therapeutically. You'll explore the approaches behind these therapies, their effectiveness, and the techniques used to benefit mental health and wellbeing.

Unit F405: Supporting mental health and wellbeing with outdoor and creative activities	
Topic Area 1: Nature, the outdoors and mental health and wellbeing	
Teaching content	**Exemplification**
1.1 Nature and nature connectedness	
□ What nature is □ Interacting with nature: • Indoors • Outdoors □ Nature connectedness: • What nature connectedness is • Impact on mental health and wellbeing	To include: □ How nature can be defined □ That nature can be defined by our own personal experience, perceptions of, and interactions with stimuli from the natural world □ The different ways to interact with nature indoors and outdoors □ How nature connectedness can affect the brain and body and in turn affect our mental health and the elements of wellbeing Examples of **interacting with nature indoors** may include: □ Growing herbs indoors □ Listening to birdsong through a window □ Looking at nature photography □ Observing the movement of the sun Examples of **interacting with nature outdoors** may include: □ Camping □ Cycling □ Gardening □ Hiking □ Walking □ Wildlife observation
1.2 Outdoor spaces	
□ Types: • Public green space • Private green space • Public blue space • Private blue space □ Features: • Location • Entry cost	To include: □ The different types of outdoor that can be accessed in local areas □ How the different types of outdoor space can be used to benefit mental health and wellbeing □ How the different features of outdoor spaces can affect access

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<table>
<tr>
<td>

- Size
- Facilities
- Opening times

□ Organisations involved in the management of outdoor space
□ Improving outdoor spaces:

- Maintenance
- Upkeep
- Development
- Creative use of space

</td>
<td>
□ How organisations can work to improve outdoor spaces
□ How local authority initiatives can assist in improving access to nature

Examples of public green space may include:
□ Hills
□ Mountains
□ Parkland
□ Sports fields
□ Public footpaths

Examples of private green space may include:
□ Gardens
□ Private land
□ Farmland

Examples of public blue space may include:
□ Lakes
□ Oceans
□ Ponds
□ Reservoirs
□ Rivers

Examples of private blue space may include:
□ Fishpond
□ Swimming pool

Examples of organisations involved in the management of outdoor space may include:
□ Local authorities
□ National Parks UK
□ Charities
Privately owned organisations
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<tr>
<td colspan="2">1.3 Factors that affect accessing nature and the outdoors</td>
</tr>
<tr>
<td>
□ Availability of spaces
□ Cost to the user/available income
□ Geographical location
□ Motivation of the user
□ Personal circumstances
□ Time available to the user
□ Access restrictions
</td>
<td>
To include:
□ How the different factors can affect ease of access to interacting with nature
□ How the different factors can be influenced by the individual
□ How local authorities can assist in reducing the negative impact of factors affecting access to nature
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Topic Area 2: Outdoor activities for therapeutic purposes	
Teaching content	**Exemplification**
2.1 Using outdoor activities to improve mental health and wellbeing	
□ Outdoor therapy: • Definitions • Types • Purposes • Features • Links to counselling and psychotherapy □ How outdoor therapy addresses needs: • Physical • Intellectual • Emotional • Social □ Practitioners that use outdoor therapy: • Counsellors • Mental health practitioners • Psychologists • Psychotherapists	To include: □ That different organisations define outdoor therapies differently □ The main features of the different types of outdoor therapy □ The purpose of engaging in outdoor activities for therapeutic purposes □ How outdoor activities are used within the context of counselling and psychotherapy □ How outdoor therapies are used to complement other treatments Examples of **types of outdoor therapy** may include: □ Adventure therapy □ Animal-assisted therapy □ Care farming □ Environmental conservation □ Green exercise therapy □ Nature arts and crafts □ Social and therapeutic horticulture □ Wilderness therapy Does not include: □ Detailed understanding of how psychologists may use outdoor therapy in the course of their work
2.2 Theoretical frameworks underpinning outdoor therapies	
□ Theoretical frameworks • Attention restoration theory • Ecopsychology • Gilbert's model of affect regulation • Stress reduction theory	To include: □ The key principles of each framework □ How each framework could be used to explain nature's role in outdoor therapy Does not include: □ Detailed understanding of the criticisms of the frameworks
2.3 What happens in outdoor therapy	
□ Categories of activities: • Adventure-based • Animal-based • Nature-based □ Settings □ Practitioner roles	To include: □ The different types of activities for each category □ The different types of activities that happen in outdoor therapy programmes/sessions □ The benefits of the different types of activity □ Where the different types of outdoor therapy can take place □ The different tools and techniques that can be used in outdoor activity sessions □ That different practitioners may use tools and techniques from different outdoor activities within the same session Examples of **practitioner roles** may include:

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	□ Demonstrating techniques □ Encouraging engagement □ Encouraging self-reflection □ Ensuring health and safety of participants □ Supporting participants

Topic Area 3: Creative therapies in practice	
Teaching content	**Exemplification**
3.1 The value of creative activities	
□ Creative activity: • Value • Types • Links to improvements in mental health and wellbeing □ Practitioners that use creative activities: • Counsellors • Creative therapists • Mental health practitioners • Psychologists • Psychotherapists	To include: □ The value of creative activities for supporting mental health and wellbeing Examples of **types of creative activity** may include: □ Art □ Dance □ Drama □ Music □ Play
3.2 Theories and approaches underpinning creative therapy practice	
□ Psychological theories and approaches • Attachment theory • Carl Jung's analytical psychology • Cognitive-Behavioural Therapy (CBT) • Developmental theory • Humanistic and person-centred approaches • Mindfulness-based approaches • Psychoanalytic theory	To include: □ Awareness that practitioners may integrate elements from multiple theories or theories depending on the individual/s they are working with □ The key principles of each theory or approach □ How each theory or approach could be used to inform creative therapy practice Does not include: □ Detailed understanding of the criticisms of the theories or approaches
3.3 Creative therapies	
□ Types: • Art • Dance • Drama • Music • Play □ What happens in creative therapy sessions: • Creative activity techniques • Therapeutic techniques □ Qualifications required □ Regulation □ Professional bodies	To include: □ What each type of creative therapy is □ The benefits and limitations of each type of creative therapy □ What each type of creative therapist does during a therapy session □ The different techniques that can be used in creative therapy sessions □ How the different techniques can be used to support an individual □ That different practitioners may use techniques from different creative therapies within the same session □ The qualifications required to become each type of creative therapist □ How each creative therapy is regulated □ What the professional bodies associated with each creative therapy do

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	The benefit of professional membership for each type of creative therapy Examples of **creative activity techniques** may include: □ Art (drawing, painting, clay modelling) □ Dance (improvisational dance, mirroring, body awareness exercises) □ Drama (role playing, improvisation, storytelling) □ Music (singing, playing instruments, songwriting) □ Play (sand tray therapy, building and construction, sensory play) Examples of **therapeutic techniques** may include: □ initial assessment □ goal setting □ warm-up activities
3.4 Measuring the effectiveness of creative therapies	
□ Measures of effectiveness: • Measures: ○ Qualitative ○ Quantitative • Benefits and limitations • Uses □ Challenges of measuring the effectiveness of creative therapies	To include: □ The benefits and limitations of the different measures □ How the different measures can be used to make judgements about the effectiveness of creative therapies □ Why measuring the effectiveness of creative therapies can be problematic □ That therapists may use a combination of measures to determine effectiveness Examples of **qualitative** measures of effectiveness may include: □ Individual and family feedback □ Interpretation of creative work □ Levels of engagement □ Observation □ Reviewing progress against therapeutic goals Examples of **quantitative** measures of effectiveness may include: □ Physiological measurements □ Wellbeing measurements

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Assessment criteria

The table below gives the assessment criteria for the tasks in the set assignment for this unit. The assessment criteria indicate what is required in these tasks.

This qualification has a compensatory approach. This means that the unit grade awarded is based on the **total** number of achieved criteria for the unit (see Section 6.4). Students do **not** have to achieve **all** criteria for a specific grade to achieve that unit grade (e.g. achieve all pass criteria to achieve a pass grade).

Section 7.4 provides full information on how to assess the NEA units and apply the assessment criteria. Students' work must show that all aspects of a criterion have been met in sufficient detail for it to be **successfully achieved** (see Section 7.4.1). If a student's work does not fully meet a criterion, you must not award that criterion.

The command words used in the assessment criteria are defined in Appendix A.

Pass	Merit	Distinction
P1: Describe three ways you have interacted with nature during the one-week period. (PO4)	**M1: Explain** how your interactions with nature have affected each element of your wellbeing. (PO2)	**D1: Discuss** how you could improve your wellbeing through interactions with nature. (PO3)
P2: Outline the factors affecting how you access nature. (PO4)		
P3: Find one piece of reliable research into the link between interacting with nature and mental health and wellbeing. (PO4)	**M2: Explain** what the research shows about the link between interacting with nature and mental health and wellbeing. (PO3)	**D2: Discuss** how the initiative from **M3** will affect wellbeing in your community. (PO3)
P4: Research one public green space and **one** public blue space in your local area. (PO4)	**M3: Explain one** initiative your local authority has to improve green or blue spaces in your local area. (PO4)	
P5: Outline the main features of the outdoor therapy. (PO2)	**M4: Explain** how **one** theoretical framework underpins nature's role in the outdoor therapy. (PO3)	**D3: Discuss** the extent to which the outdoor therapy is likely to benefit the individual. (PO3)
P6: Explain how the outdoor therapy will address the individual's needs. (PO2)		
P7: Describe three activities that are used as part of the outdoor therapy. (PO2)		

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<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P8: Research a suitable provider for the outdoor therapy.
(PO4)</td><td></td><td></td></tr>
<tr><td>P9: Describe three ways the creative activity can improve mental health and wellbeing.
(PO2)</td><td rowspan="2">M5: Explain one psychological theory or approach underpinning the creative therapy.
(PO3)</td><td rowspan="2">D4: Discuss how the therapist could measure the effectiveness of the creative therapy for the individual.
(PO3)</td></tr>
<tr><td>P10: Describe three creative activity techniques that the creative therapist could use during a session with the individual.
(PO2)</td></tr>
<tr><td rowspan="2">P11: Research how the creative therapy is regulated and supported by professional bodies.
(PO4)</td><td rowspan="2">M6: Explain how the creative therapist would work with the individual during a therapy session.
(PO3)</td><td rowspan="2">D5: Discuss the benefits to the individual of the creative therapy being regulated and supported by professional bodies.
(PO3)</td></tr>
<tr></tr>
</table>

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Assessment guidance

This assessment guidance gives you information relating to the assessment criteria. There might not be additional assessment guidance for each assessment criterion. It is included only where it is needed.

Assessment Criteria	Assessment guidance
General	• Where 'local' is referred to, this can refer to the student's town or city but could be expanded to consider the county or region if relevant information can only be found at that level. • The research elements of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
P1	• Students **must** include how they interacted with nature, whether the activities were indoors or outdoors, and the type and duration of activities. • It is recommended that students reflect on the benefits of their interactions with nature as part of their journal. • Journals can be in any format that the student chooses. • Journals will not be assessed and do **not** need to be submitted to Cambridge OCR for moderation.
P2	• The focus of **P2** is how students access nature in general on a regular basis and does **not** necessarily relate to **P1.** • **P2** relates to **Topic Area 1.3.** Students **must** consider all factors listed in the topic area.
M1	• Students can use **Unit 1, Topic Area 1.1.3** to support completion of **M1.** • Students **must** include consideration of physical, mental, emotional and social wellbeing. If students consider there has been no impact on one or more of the elements, they **must** explain way.
D1	• **D1 must** relate to **M1.** • Students can use **F400, Topic Area 1.1.3** to support completion of **D1.** • If students do **not** consider that their wellbeing or access to nature could be improved, they **must** discuss why.
P3	• Students can use research skills from **Unit F402**, **Topic Area 3.1.** • Students **must** include a brief outline of the purpose of the research. • Students **must** include why they consider the source of research to be reliable.
M2	• **M2** links to **P3.**
P4	• **P4** relates to **Topic Area 1.2.** • Research **must** include specific details of the green and blue spaces including location, entry cost, size, facilities, opening times and the organisation that manages each of them.

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M3	• Students should choose an initiative that allows them to access **D2.** • The initiative **must** be planned, in progress or have been completed in the last twelve months. • Explanations **must** include what the initiative is, its planned or actual completion date, details of the initiative and how it will improve the space.
D2	• Students can use **F400, Topic Area 1.1.3** to support completion of **D2.**
General	• Where criteria refer to 'the individual' this relates to the individual in the case study. • Where criteria refer to 'the outdoor therapy' this relates to the outdoor therapy the candidate has chosen from the scenario. • The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
P5	• **P5** relates to **Topic Area 2.1.**
P6	• **P6** relates to **Topic Area 2.1.** • Students **must** include consideration of at least **two** needs which **must** come from **two different** types of need (physical, intellectual, emotional or social).
P7	• **P7** relates to **Topic 2.3.** • Students **must** select **three** activities and describe how they are used as part of the outdoor therapy.
P8	• The research **must** include details of who the provider is, what activities take place, when and where the activities take place, and how to join or access the activity. • By 'provider' we mean an organisation that provides outdoor therapy.
M4	• **M4** relates to **Topic Area 2.2.**
D3	• Students **must** relate their discussion to the individual.
General	• Where criteria refer to 'the creative therapy' this is the creative therapy specified in the scenario. • The research element of the task does not need to be completed under teacher supervised conditions, but it is necessary in order for students to access the criteria.
P9	• **P9** relates to **Topic Area 3.1.** • This criterion relates to the creative **activity** specified in the scenario and **not** the creative therapy.
P10	• **P10** relates to **Topic Areas 3.3** and **must** relate to the creative therapy in the scenario. • The techniques **must** be appropriate for the individual in the scenario.
P11	• **P11** relates to **Topic Area 3.3.** • Students **must** summarise the relevant professional bodies, their role and how they support the creative therapist, as well as how the therapy is regulated.
M5	• **M5** relates to **Topic Area 3.2.** • The psychological theory or approach does **not** need to come from the unit content but **must** be relevant to the specified therapy.

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D4	• **D4** relates to **Topic Area 3.4.** • The measures **must** be relevant to the individual in the scenario.
M6	• **M6** relates to **Topic Areas 3.3.** • Students **must** relate their responses to the individual in the scenario.
D5	• **D5** relates to **Topic Area 3.3.** • Students **must** relate their responses to the individual in the scenario.

Synoptic assessment

Some of the knowledge, understanding and skills needed to complete this unit will draw on the learning in Unit/s F400 and F401.

This table details these synoptic links.

Unit F405: Supporting mental health and wellbeing with outdoor and creative activities		Unit F400: Fundamentals of mental health and the individual	
Topic Area		Topic Area	
1	Nature, the outdoors and mental health and wellbeing	1 2 5 6	Introducing mental health and wellbeing The brain and body Mental health issues and disorders Strategies for managing mental health and wellbeing
2	Outdoor activities for therapeutic purposes	1 2 5 6	Introducing mental health and wellbeing The brain and body Mental health issues and disorders Strategies for managing mental health and wellbeing
3	Creative therapies in practice	1 2 5 6	Introducing mental health and wellbeing The brain and body Mental health issues and disorders Strategies for managing mental health and wellbeing

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Unit F405: Supporting mental health and wellbeing with outdoor and creative activities		Unit F401: Mental health, wellbeing and society	
Topic Area		Topic Area	
1	Nature, the outdoors and mental health and wellbeing	1 3 4	Evolving perceptions of mental health in society Society today Current influences on the mental health and wellbeing of society
2	Outdoor activities for therapeutic purposes	1 3 4	Evolving perceptions of mental health in society Society today Current influences on the mental health and wellbeing of society
3	Creative therapies in practice	1 3 4	Evolving perceptions of mental health in society Society today Current influences on the mental health and wellbeing of society

More information about synoptic assessment in these qualifications can be found in Section 6.2 Synoptic assessment

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6 Assessment and grading

6.1 Overview of the assessment

Entry code	H098
Qualification title	Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Certificate)
GLH	180*
Reference	610/6212/1
Total units	Has two units: • Mandatory units F400, F402

Entry code	H198
Qualification title	Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Extended Certificate)
GLH	360*
Reference	610/6213/3
Total units	Has five units: • Mandatory units F400, F401, F402, F403 • and one other unit from F404 or F405

*the GLH includes assessment time for each unit

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Unit F400: Fundamentals of mental health and the individual
90 GLH 1 hour 45 minute written exam 70 marks (70 UMS) Set and marked by us Calculators are not required in this exam Question types may include: • Forced choice/controlled response questions. • Short answer, closed response questions. • Extended constructed response questions with points-based marks schemes. • Extended constructed response questions with levels of response marks schemes.
Unit F401: Mental health, wellbeing and society
60 GLH 1 hour 15 minute written exam 50 marks (50 UMS) Set and marked by us Calculators are not required in this exam Question types may include: • Forced choice/controlled response questions. • Short answer, closed response questions. • Extended constructed response questions with points-based marks schemes. • Extended constructed response questions with levels of response marks schemes.
Unit F402: Supporting and promoting mental health in organisations
90 GLH Our set assignments Centre-assessed and moderated by us This set assignment has three practical tasks. It should take 12-15 GLH to complete.

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Unit F403: Community-based support for mental health and wellbeing
60 GLH Our set assignments Centre-assessed and moderated by us This set assignment has two practical tasks. It should take 10-12 GLH to complete.
Unit F404: Supporting mental health and wellbeing with physical activity
60 GLH Our set assignments Centre-assessed and moderated by us This set assignment has three practical tasks. It should take 10-12 GLH to complete
Unit F405: Supporting mental health and wellbeing with outdoor and creative activities
60 GLH Our set assignments Centre-assessed and moderated by us This set assignment has three practical tasks. It should take 10-12 GLH to complete.

The set assignments for NEA units are on our secure website, Teach Cambridge. Each NEA assignment is live for two years. The intended cohort is shown on the front cover. It is important you use the correct NEA set assignment for each cohort, as starting a new cohort of Year 12 students on an NEA set assignment that has already been live for one year will mean that these students will only have one year to work on the assignment.

6.2 Synoptic assessment

Synoptic assessment is a built-in feature of these qualifications. It means that students need to use an appropriate selection of their knowledge, understanding and skills developed across each qualification in an integrated way and apply them to a key task or tasks.

This helps students to build a holistic understanding of the subject and the connections between different elements of learning, so they can go on to apply what they learn from these qualifications to new and different situations and contexts.

The externally assessed units allow students to gain underpinning knowledge and understanding relevant to mental health and wellbeing. The NEA units draw on and strengthen this learning by assessing it in an applied way.

It is important to be aware of the synoptic links between the units so that teaching, learning and assessment can be planned accordingly. Then students can apply their learning in ways which

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show they are able to make connections across the qualification. Section 5.3 shows the synoptic links for each unit.

6.3 Transferable skills

These qualifications give students the opportunity to gain broad, transferable skills and experiences that they can apply in future study, employment and life.

Higher Education Institutions (HEIs) have told us that developing some of these skills helps students to transition into higher education.

These skills include:

- Communication
- Creativity
- Critical thinking
- Independent learning
- Presentation skills
- Problem solving
- Project and team-based working
- Referencing
- Reflection
- Research skills
- Self-directed study
- Time management
- Writing for different purposes.

6.4 Grading and awarding grades

Externally assessed units

We mark all the externally assessed units.

Each external assessment is marked according to a mark scheme, and the mark achieved will determine the unit grade awarded (pass, merit or distinction). We determine grade boundaries for each of the external assessments in each assessment series.

If a student doesn't achieve the mark required for a pass grade, we issue an unclassified result for that unit. The marks achieved in the external assessment will contribute towards the student's overall qualification grade, even if a pass is not achieved in the unit assessment.

NEA units

NEA units are assessed by the teacher and externally moderated by us.

Each unit has specified pass, merit and distinction assessment criteria. The assessment criteria for each unit are provided with the unit content in Section 5.3 of this specification. Teachers must judge whether students have met the criteria or not.

A unit grade can be awarded at pass, merit or distinction. The number of assessment criteria needed to achieve each grade has been built into each assignment. These are referred to as design thresholds. The table below shows the design thresholds for each grade outcome for the NEA assessments in these qualifications. The unit grade awarded is based on the **total** number of achieved criteria for the unit. The total number of achieved criteria for each unit can come from achievement of any of the criteria (pass, merit or distinction). This is **not** a 'hurdles-based' approach, so students do **not** have to achieve **all** criteria for a specific grade to achieve that grade (e.g. all pass criteria to achieve a pass).

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The number of assessment criteria achieved for an NEA unit will be classed as the raw mark. You will assess students' work and identify the number of criteria (raw marks) achieved for each NEA unit. Our Moderators will moderate samples of work from your centre. This moderation process may result in the number of assessment criteria (raw marks) achieved being changed. The final raw mark achieved after moderation has taken place will be converted into a mark on the Uniform Mark Scale (UMS) and will contribute towards the student's overall qualification grade. (More information about UMS is in the section Calculating the qualification grades.)

To make sure we can keep outcomes fair and comparable over time, we will review the performance of the qualifications through their lifetime. The review process might lead to changes in these design thresholds if any unexpected outcomes or significant changes are identified.

Unit size (GLH)	**60**	**90**
Number of pass criteria	11	14
Number of merit criteria	6	8
Number of distinction criteria	5	6
Total number of criteria needed for a unit pass	9	12
Total number of criteria needed for a unit merit	13	17
Total number of criteria needed for a unit distinction	18	23
Total number of criteria available for the unit	22	28

If a student doesn't achieve enough criteria to achieve a unit pass, we will issue an unclassified result for that unit. The number of criteria achieved will be converted into a mark on the Uniform Mark Scale (UMS) and will contribute towards the student's overall qualification grade, even if a pass is not achieved in the unit assessment. More information about this is in the Section below (Calculating the qualification grades).

Qualifications

The overall qualification grades are:

Certificate and Extended Certificate

- Distinction* (D*)
- Distinction (D)
- Merit (M)
- Pass (P)
- Unclassified (U)

Calculating the qualification grades

When we work out students' overall grades, we need to be able to compare performance on the same unit in different assessments over time and between different units. We use a Uniform Mark Scale (UMS) to do this.

A student's uniform mark for each externally assessed unit is calculated from the student's raw mark on that unit. A student's uniform mark for each NEA unit is calculated from the number of criteria the student achieves for that unit. The raw mark or number of criteria achieved are

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converted to the equivalent mark on the uniform mark scale. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the student's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit (for example, 48/60).

The student's uniform marks for each unit will be aggregated to give a total uniform mark for the qualification. The student's overall grade will be determined by the total uniform mark.

The tables below show:

- the maximum raw marks or number of criteria, and uniform marks for each unit in the qualifications
- the uniform mark boundaries for each of the assessments in each qualification
- the minimum total mark for each overall grade in the qualifications.

Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F400	70	70	-	56	42	28
F402	28	70	-	56	42	28
Qualification Totals	98	140	126	112	84	56

Extended Certificate Qualification:

Unit	Maximum raw mark/number of criteria	Maximum uniform mark (UMS)	Distinction* (UMS)	Distinction (UMS)	Merit (UMS)	Pass (UMS)
F400	70	70	-	56	42	28
F401	50	50	-	40	30	20
F402	28	70	-	56	42	28
F403	22	55	-	44	33	22
F404	22	55	-	44	33	22
F405	22	55		44	33	22
Qualification Totals	192	300	270	240	180	120

You can find a marks calculator on the qualification page of our website to help you convert raw marks/number of achieved criteria into uniform marks.

6.5 Performance descriptors

Performance descriptors indicate likely levels of attainment by representative students performing at the pass, merit and distinction grade boundaries at Level 3.

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The descriptors must be interpreted in relation to the content in the units and the qualification as a whole. They are not designed to define that content. The grade achieved will depend on how far the student has met the assessment criteria overall. Shortcomings in some parts of the assessment might be balanced by better performance in others.

Level 3 Pass

At pass, students show adequate knowledge and understanding of the basic elements of much of the content being assessed. They can develop and apply their knowledge and understanding to some basic and familiar contexts, situations and problems.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are often limited.

Many of the most fundamental skills and processes relevant to the subject are executed effectively but lack refinement, producing functional outcomes. Demonstration and application of more advanced skills and processes might be attempted but not always executed successfully.

Level 3 Merit

At merit, students show good knowledge and understanding of many elements of the content being assessed. They can sometimes develop and apply their understanding to different contexts, situations and problems, including some which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are likely to be mixed, with some good examples at times and others which are less accomplished.

Skills and processes relevant to the subject, including more advanced ones, are developed in terms of range and quality. They generally lead to outcomes which are of good quality, as well as being functional.

Level 3 Distinction

At distinction, students show thorough knowledge and understanding of most elements of the content being assessed. They can consistently develop and apply their understanding to different contexts, situations and problems, including those which are more complex or less familiar.

Responses to higher order tasks involving detailed discussion, evaluation and analysis are successful in most cases.

Most skills and processes relevant to the subject, including more advanced ones, are well developed and consistently executed, leading to high quality outcomes.

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7 Non examined assessment (NEA) units

This section gives guidance on completing the NEA units. In the NEA units, students build a portfolio of evidence to meet the assessment criteria for the unit.

Assessment for these qualifications **must** adhere to JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications)

Do **not** use JCQ's Instructions for Conducting Non-examination Assessments (GCE and GCSE Specifications) – these are only relevant to GCE and GCSE specifications.

The NEA units are centre-assessed and externally moderated by us.

You **must** read and understand all the rules and guidance in this section **before** your students start the set assignments.

If you have any questions, please contact us for help and support.

7.1 Preparing for NEA unit delivery and assessment

7.1.1 Centre and teacher/assessor responsibilities

We assume the teacher is the assessor for the NEA units.

Before you apply to us for approval to offer these qualifications you must be confident your centre can fulfil all the responsibilities described below. Once you're approved, you can offer any of our general qualifications, Cambridge Nationals or Cambridge Advanced Nationals **without** having to seek approval for individual qualifications.

Here's a summary of the responsibilities that your centre and teachers must be able to fulfil. It is the responsibility of the head of centre[1] to make sure our requirements are met. The head of centre must ensure that:

- there are enough trained or qualified people to teach and assess the expected number of students you have in your cohorts.
- teaching staff have the relevant level of subject knowledge and skills to deliver and assess these qualifications.
- teaching staff will fully cover the knowledge, understanding and skills requirements in teaching and learning activities.
- allowed combinations of units are considered at the start of the course to be confident that all students can access a valid route through the qualifications.
- all necessary resources are available for teaching staff and students during teaching and assessment activities. This gives students every opportunity to meet the requirements of the qualification and reach the highest grade possible.
- there is a system of internal standardisation in place so that all assessment decisions for centre-assessed assignments are consistent, fair, valid and reliable (see Section 7.4.3).
- there is enough time for effective teaching and learning, assessment and internal standardisation.

[1] This is the most senior officer in the organisation, directly responsible for the delivery of Cambridge OCR qualifications, For example, the headteacher or principal of a school/college. The head of centre accepts full responsibility for the correct administration and conduct of Cambridge OCR exams.

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- robust processes are in place to make sure that students' work is individual and confirmed as authentic (see Section 7.2.1).
- our set assignments are used for students' summative assessments. You must make sure that students use the assignment that is live for the period during which they are taking their summative assessment.
- our set assignments are **not** used for practice. This includes both assignments that are currently live or live assignments that have expired. Sample assessment material for each of the NEA units is available on our website. This sample assessment material can be used for practice purposes.
- students understand what they need to do to achieve the criteria.
- students understand what it means when we say work must be authentic and individual and they (and you) follow our requirements to make sure their work is their own.
- students know they must not reference another individual's personal details in any evidence produced for summative assessment, in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR). It is the student's responsibility to make sure evidence that includes another individual's personal details is anonymised.
- outcomes submitted to us are correct and are accurately recorded and adhere to the published deadlines.
- assessment of set assignments adheres to the JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) and the JCQ AI Use in Assessments: Protecting the Integrity of Qualifications.
- a declaration is made at the point you're submitting any work to us for assessment that confirms:
    - all assessment is conducted according to the specified regulations.
    - students' work is authentic.
    - marks have been transcribed accurately.

  Section 7.3.2 has more information about student and centre declarations.

  (Failing to meet the assessment requirements might be considered as malpractice.)
- centre records and students' work are kept according to these requirements:
    - students' work **must** be kept until **after** the unit has been awarded and any review of results or appeals processed. We cannot consider any review if the work has not been kept.
    - internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification.
- all cases of suspected malpractice involving teachers or students are reported (see Section 7.3.1).

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7.2 Requirements and guidance for delivering and marking the Cambridge OCR-set assignments

The assignments are:

- set by us.
- taken under supervised conditions (unless we specify otherwise in the assessment guidance)
- assessed by the teacher.
- moderated by us.

You can find the set assignments on our secure website, Teach Cambridge.

The set assignments give an approximate time that it will take to complete all the tasks. These timings are for guidance only, but should be used by you, the teacher, to give students an indication of how long to spend on each task. You can decide how the time should be allocated between each task or part task. Students can complete the tasks and produce the evidence across several sessions. Students' evidence (either hard copy or digital) must be kept securely by the teacher and access to assessment responses must be controlled. Students aren't permitted to access their work in between the assessment sessions.

We will publish a new set assignment each year and they will be live for two years. Each new set assignment will be released on 1 June for teacher planning. You must not start delivery of live assignments with students until the live assessment dates, which are shown on the front cover. We strongly recommend you should use the set assignment released in the same calendar year as the new cohort starts to ensure they have two years for that assignment. You may potentially disadvantage students if you allow new cohorts to use assignments which have already been live for a year. This is because the assignments for each unit are designed for students to access throughout their two years of study. This enables resubmission opportunities across academic years if needed. Students are allowed one resubmission of work based on the same live assignment. Section 7.4.6 provides more information about resubmissions.

You must:

- only download set assignments from our secure website, Teach Cambridge, and use a set assignment that is live for assessment for all summative assessment of students.
- have registered students for the subject and made unit entries before submitting NEA work for moderation.
- not share the set assignments with anyone from outside of your centre. These must only be shared with appropriate centre staff and students taking the assessments.
  (More information about maintaining the integrity of assessment materials is in the JCQ document General Regulations for Approved Centres General and Vocational qualifications.)
- make sure students know that they must not share assessment material or their own work with others, including posting or sharing on social media.

(More information is in the JCQ guidance Information for candidates Using social media and examinations/assessments.)

The rest of this section is about how to manage the delivery and marking of the set assignments so that assessment is valid and reliable. Please note that failing to meet these requirements might be considered as malpractice.

Here is a summary of what you need to do.

You **must**:

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- be familiar with the requirements set out in the JCQ document Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).
- have covered the knowledge, understanding and skills with your students and be sure they are ready for assessment **before** you start the summative assessment. This may include students practising applying their learning and receiving feedback from teachers in preparing to take the assessment.
- use the correct live set assignment for summative assessment of the students. The dates for which set assignments are live for summative assessment and the intended cohort are shown on the front cover. These assignments are available on Teach Cambridge.
- give students the Student Guide before they start the assessment.
- familiarise yourself with the assessment guidance relating to the tasks. The assessment guidance for each unit is in Section 5 after the assessment criteria grids and with the student tasks in the assignments.
- make sure students are clear about the tasks they must complete and the assessment criteria they are attempting to meet.
- give students a reasonable amount of time to complete the assignments and be fair and consistent to all students. The estimated time we think each assignment should take is stated in the set assignments. In that time students can work on the tasks under the specified conditions until the date that you collect the work for centre assessment.
- tell the students the resources they can use in the assignment before they start the assessment tasks.
- only give students Cambridge OCR-provided templates provided by us. Where we think a template is needed useful for a task, we have provided it in the assignment. The Assessment Guidance will tell students if they **must** use the template(s) we provide. Where this is not stated as a mandatory requirement ('must use'), we **strongly** recommend that students use the template(s) we provide. You must **not** give students any other templates to use when completing their live assignments. Students may create their own templates to record their evidence. If they use templates accessed from other sources, they **must** make sure that:
  - the source is referenced.
  - the template is not pre-populated with responses for which the students may gain marks.
- monitor students' progress to make sure work is capable of being assessed against the assessment criteria, on track for being completed in good time and is the student's own work:
  - NEA work must be completed in the centre under teacher supervision. Supervision is not invigilation. A supervised classroom does not require exam conditions in that classroom. We do not require the internet to be disabled in the supervised classroom. NEA assessments This would typically be competed in normal curriculum time:
    - work **must** be completed in the supervised sessions with enough supervision to make sure that it can be authenticated as the student's own work. This means that any source (such as the internet) that may be used by the student when they complete their work must be used appropriately to support the students' **own** work.

      Students must not claim work sourced through the internet (or any other source) as their own (see Section 7.2.3). The supervising teacher must be the teacher who will authenticate the students' work. (See Section 7.2.1 for more information on ways to authenticate work.) You must be familiar with the requirements of the

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JCQ document AI Use in Assessments: Protecting the Integrity of Qualifications before assessment starts.

- there may be exceptions to the requirement for supervised conditions if there is work to complete to support the assignment tasks (e.g. research). The assignment and assessment guidance will specify if there are exceptions.

  Where students are allowed to complete work outside of supervised conditions (e.g. research that may be allowed between supervised sessions) you **must** make sure that they only bring notes relating to the work they are allowed to complete unsupervised into the supervised sessions (e.g. notes relating to the research they have done) and to make sure any work they have done is independent. They must not use unsupervised time as an opportunity to:
  - Create drafts of work for their tasks.
  - Gather information to use in other aspects of their tasks.

- if you provide any material to prepare students for the set assignment, you must adhere to the rules on using referencing and on acceptable levels of guidance to students. This is in Sections 7.2.3 and 7.3.
- students must produce their work independently (see Sections 7.2.1 and 7.3).
- you must make sure students know to keep their work and passwords secure and know that they must not share completed work with other students, use any aspect of another student's work or share their passwords.

- use the assessment criteria to assess students' work.
- before submitting a final outcome to us, you can mark students' completed work and allow them to repeat any part of the assignment, reworking their original evidence. We call this a reattempt. Students must have completed the whole assignment before you mark their work. Any feedback you give to students on the marked work, must:
  - be factual: telling the student what you have observed, not what to do to improve their work
  - be recorded
  - be available to the Cambridge OCR assessor.

(See Section 7.3 on Feedback and Section 7.4.4 on reattempting work).

You **must not**:

- create your own assignments for students to use for practice or live assessment.
- change any part of the set assignments (scenarios or tasks).
- mark students' work in stages, providing feedback at each stage. This would be iterative assessment which is not allowed.
- accept multiple reattempts of work where small changes have been made in response to feedback. Marking and feedback must not be an iterative process.
- allow teachers or students to add, amend or remove any work **after** submission for moderation.
- give detailed advice and suggestions to individuals or the whole class on how work may be improved to meet the assessment criteria. This includes giving access to student work as an exemplar.

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- allow students access to their assignment work between teacher supervised sessions. (There may be exceptions where students are allowed to complete work independently (e.g. research). Any exceptions will be stated in the assignments.)
- practise the live set assignment tasks with the students. We provide Sample Assignments for you to use for practice purposes.

7.2.1 Ways to authenticate work

All NEA work must be completed under teacher supervision (unless the assessment guidance for a specific task or sub-task advises otherwise). In addition, you must use enough supervision and complete enough checks to be confident that the work you mark is the student's own and was produced independently.

You should discuss work in progress with students, including asking them questions such as what they are planning/doing and why. This will make sure that work is being completed in a planned and timely way and will give you opportunities to check the authenticity of the work. This is not an opportunity to offer additional guidance to students.

You **must**:

- have read and understood the JCQ documents Instructions for conducting non-examination assessments (Vocational and Technical Qualifications) and AI Use in Assessments: Protecting the Integrity of Qualifications.
- make sure students and other teachers understand what constitutes plagiarism and other forms of malpractice (e.g. collusion and copying)
- not accept plagiarised work as evidence
- use questioning as appropriate to confirm authenticity
- make sure students and teachers fill in authentication declarations (See Section 7.3.2).

7.2.2 Group work

Group work is not allowed for the NEA assignments in these qualifications.

7.2.3 Plagiarism

Students must use their own words when they produce final written pieces of work to show they have genuinely applied their knowledge and understanding. When students use their own words, ideas and opinions, it reduces the possibility of their work being identified as plagiarised. Plagiarism is:

- the submission of someone else's work as your own
- failure to acknowledge a source correctly, including any use of written material, the internet or Artificial Intelligence (AI).

You might find the following JCQ documents helpful:

- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications

Due to increasing advancements in AI technology, we strongly recommend that you are familiar with the likely outputs from AI tools. This could include using AI tools to produce responses to some of the assignment tasks, so that you can identify typical formats and wording that these may

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produce. This may help you identify any cases of potential plagiarism from students using AI tools to generate written responses.

Plagiarism makes up a large percentage of cases of suspected malpractice reported to us by our moderators. You must **not** accept plagiarised work as evidence.

Plagiarism often happens innocently when students do not know that they must reference or acknowledge their sources or aren't sure how to do this. It's important to make sure your students understand:

- the meaning of plagiarism and what penalties may be applied
- that they can refer to research, quotations or evidence produced by somebody else, but they must list and reference their sources and clearly mark quotations
- quoting someone else's work, even when it's properly sourced and referenced, doesn't evidence understanding. The student must 'do' something with that information to show they understand it. For example, if a student has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The student must interpret the data and, by relating it to their assignment, say what they think it means. The work must clearly show how the student is using the material they have referenced to inform their thoughts, ideas or conclusions.

We have The Cambridge OCR Guide to Referencing on our website. We have also produced a poster about referencing and plagiarism which may be useful to share with your students.

Teach your students how to reference and explain why it's important to do it. At Key Stage 5 they must:

- use quote marks to show the beginning and end of the copied work
- list the html address for website text and the date they downloaded information from the website
- show the name of the AI source used and the date the content was generated for computer-generated content *such as an AI Chatbot)
- for other publications, list:
    - the name of the author
    - the name of the resource/book/printed article
    - the year in which it was published
    - the page number.

Teach your students to:

- always reference material copied from the internet or other sources. This also applies to infographics (graphical information providing data or knowledge)
- always identify information they have copied from teaching handouts and presentations for the unit, using quote marks and stating the text is from class handouts.

Identifying copied/plagiarised work

Inconsistencies throughout a student's work are often indicators of plagiarism. For example:

- different tones of voice, sentence structure and formality across pieces of work
- use of American expressions, spellings and contexts (such as American laws and guidelines)

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- dated expressions and references to past events as being current
- sections of text in a document where the font or format is inconsistent with other sections.

What to do if you think a student has plagiarised

If you identify plagiarised work during assessment or internal standardisation, you must:

- consider the plagiarism when judging the number of assessment criteria achieved. (You must not award assessment criteria where the work is plagiarised.)
- record that there is plagiarism in the work on the unit recording sheet (URS) or your recording document, and that you have adjusted the number of assessment criteria achieved to take account of the plagiarism. You will also need to include this information on the Moderation Service if the student's work is requested as part of the moderation sample. This helps our moderators to understand why such criterion may look to be achieved but have not been awarded. (More information about recording documents is in Section 7.5.2.)
    - if the work is requested as part of the moderation sample, it must be provided to our moderator with the other work requested.

If plagiarism is identified during ongoing monitoring of students' work, you can address this in your centre (for example, by instructing the student(s) involved to re-do the affected tasks).

If plagiarism is identified when the work has been submitted to you as final for marking, you must:

- report the student(s) for plagiarism in line with the JCQ document Suspected Malpractice Policies and Procedures:
    - fill in the **JCQ form M1**.

In line with JCQ's policies and procedures on suspected malpractice, the penalties applied for plagiarism will usually result in the work not being allowed (disqualification) or the mark being significantly reduced.

7.3 Feedback

Feedback to students on work in progress towards summative assessment

You can discuss work in progress towards summative assessment with students to make sure it's being done in a planned and timely way. It also provides an opportunity to check the authenticity of the work. You must intervene if there's a health and safety risk (and reflect this in your assessment if the student's ability to operate safely and independently is part of the criteria).

Generic guidance to the whole class is also allowed. This could include reminding students to check they have provided evidence to cover all key aspects of the task. Individual students can be prompted to double check for gaps in evidence providing that specific gaps are not pointed out to them.

You can give general feedback and support if one or more students are struggling to get started on an aspect of the assignment or following a break between sessions working on the assignment. For example, if a student is seeking more guidance that suggests they are not able to apply knowledge, skills and understanding to complete their evidence, you can remind them that they had a lesson which covered the topic. The student would then need to review their own notes to find this information and apply it as needed.

If a student needs additional help to get started on an initial task that is critical to accessing the rest of the assessment, you can provide this help if you feel it is necessary, but you must not award the student with any assessment criteria directly associated with the part(s) of the task for which they

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received help. This must be recorded on the student's work and recording document (see Section 7.5.2). More information about how to record additional help given in these circumstances in Section 7.4.1.

With the exception of the specific feedback allowed to help students start a critical task, mentioned above, feedback must not provide specific advice and guidance that would be construed as coaching. This would compromise the student's ability to independently perform the task(s) they are doing and constitutes malpractice. Our moderators use a number of measures to assure themselves the work is the student's own.

Assessing completed work

When students have completed their work on an assignment, you must assess it and give feedback to them on the completed work they submitted to you for assessment. (Section 7.4.1 has more information about how to assess NEA work.) Assessment should not be an iterative process. This means you must not assess work and give feedback on it in stages. You must only assess the work when the assignment is complete.

Feedback **must**:

- be supportive, encouraging and positive.
- tell the student what has been noticed, not what you think (for example, if you have observed the student completing a task, you can describe what happened, what was produced and what was demonstrated).

Feedback **can**:

- identify what task and part of the task could be improved, but not say how to improve it. You could show the student work from a **different** unit that demonstrates higher achievement, but you must not detail to the student how they could achieve that in their work. If you are using another student's work from a different unit as an example, you must anonymise this work and make sure that the potential to plagiarise from this work is minimised. You could remind students that they had a lesson on a specific topic and that they could review their notes, but you must not tell them how they could apply the teaching to improve their work.
- comment on what has been achieved, for example 'the evidence meets the P2 and M2 criteria'.
- identify that the student hasn't met a command word or assessment criteria requirement. For example, 'This is a description, not an evaluation'.
- use text from the specification, assignment or assessment criteria in general guidance to clarify what is needed in the work. For example, 'You explained how your final survey design is effective (M6)'.

Feedback **must not**:

- point out specific gaps. For example, you must not prompt the student to include specific detail in their work, such as 'You need to add one more key way the theme can affect mental health and wellbeing'.
- be so detailed that it leads students to the answer. For example, you must not give:
    - model answers
    - step-by-step guidance on what to do to complete or improve work
    - headings or prompts that include examples which give all or part of what students have to write about or produce.

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- talk the student through how to achieve or complete the task.
- give detail on where to find information/evidence.

In other words, feedback must help the student to take the initiative in making changes. It must not direct or tell the student what to do to complete or improve their work in a way that means they do not need to think how to apply their learning. Students need to recall or apply their learning. You must not do the work for them.

Students can reattempt their work on an assignment after you have marked it and provided feedback. This **must** happen before the work is submitted to us for moderation. Neither you nor the student can add, amend or remove any work after the final mark has been submitted for moderation.

Sections 7.4.4 and 7.4.5 give more guidance for students who wish to reattempt or resubmit their work following feedback.

Informing students of their marks

When you have marked students' work, you must inform students of the marks (number of criteria) achieved. **Before** you submit marks to us, you must provide enough time for:

- students to appeal the marks.
- you to complete a review and make changes if needed.
- you to inform students of the outcome of the review.

The marks must be submitted to us **at least 10 working days** before your visit.

What improper assistance might look like

When we see anything that suggests the teacher has led students to the answer, we become concerned because it suggests students have not worked independently to produce their assignment work. The following are examples of what might indicate improper assistance by the teacher:

- prompts that instruct students to include specific detail in their work, such as, 'You need to include the aims of the activity. Who is it aimed at? What is the purpose of the activity? How will it benefit the specific group/individual?'
- headings or templates that include examples which give all or part of what students have to write about or produce, such as sources of support.

Our moderators will report suspected malpractice when they cannot see differences in content between students' work in the sample they are moderating. An exception is when students have only used and referenced technical facts and definitions. If our moderator is in any doubt, they will report suspected malpractice. The decision to investigate or not is made by us, not the moderators.

7.3.1 Reporting suspected malpractice

It is the responsibility of the head of centre to report all cases of suspected malpractice involving teachers or students.

A JCQ Report of Suspected Malpractice form (JCQ/M1 for student suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the JCQ website. The form must be completed as soon as possible and emailed to us at compliance@ocr.org.uk.

When we ask centres to gather evidence to assist in any malpractice investigation, heads of centres must act promptly and report the outcomes to us.

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The JCQ document Suspected Malpractice Policies and Procedures has more information about reporting and investigating suspected malpractice, and the possible sanctions and penalties which could be imposed. You can also find out more on our website.

7.3.2 Student and centre declarations

Both students and teachers must declare that the work is the student's own:

- **each student** must sign a declaration before submitting their work to their teacher. A **candidate authentication statement** can be used and is available to download from our website. You must keep these statements in the centre until all reviews of results, malpractice and appeal issues have been resolved.
- **teachers** must declare the work submitted for centre assessment is the students' own work by completing a centre authentication form (CCS160) for each cohort of students for each unit. You must keep centre authentication forms in the centre until all post-results issues have been resolved.

7.3.3 Generating evidence

The set assignments will tell the students what they need to do to meet the assessment criteria for the NEA units. It is your responsibility to make sure that the methods of generating evidence for the assignments are:

- valid
- safe and manageable
- suitable to the needs of the student.

Valid

The evidence presented must be valid. For example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a student's understanding of how the equal opportunities policy operates in an organisation. It would be more appropriate for the student to incorporate the policy in a report describing the different approaches to equal opportunities.

Safe and manageable

You must make sure that methods of generating evidence and approaches taken:

- are safe and manageable
- do not put unnecessary demands on the student
- are appropriate and in line with ethical standards and your centre's safeguarding responsibilities.

Suitable to the needs of the student

We are committed to ensuring that achievement of these qualifications is free from unnecessary barriers.

Observation and questioning

The primary evidence for assessment is the work submitted by the student, however the following assessment methods might be suitable for you to use for some aspects of these qualifications, where identified:

- **observation** of a student doing something

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- **questioning** of the student or witness.

Observation

You and the student should plan observations together, but it is your responsibility to record the observation properly (for example observing a student undertaking a practical task). More information is in the Teacher Observation Records section.

Questioning

Questioning the student is normally an ongoing part of the formative assessment process and may, in some circumstances, provide evidence to support achievement of the criteria.

Questioning is often used to:

- test a student's understanding of work which has been completed outside of the classroom (where this may be permitted)
- check if a student understands the work they have completed
- collect information on the type and purpose of the processes a student has gone through.

If questioning is used as evidence towards achievement of specific topic areas, it is important that you record enough information about what they asked and how the student replied, to allow the assessment decision to be moderated.

7.3.4 Presentation of the final piece of work

Students must produce their evidence in the format specified in the tasks where specific formats are given. Written work can be digital (e.g. word processed) or hand-written and tables and graphs (if relevant) can be produced using appropriate ICT. If a student's work is requested as part of the moderation sample, a digital version will need to be uploaded to our Submit for Assessment service. You should consider this before students produce their work for assessment.

More information about how to submit work to Submit for Assessment is on our Administration pages. This also includes information relating to the operating systems, browsers and devices that are supported by Submit for Assessment, as well as the file formats and sizes that are acceptable.

Any sourced material must be suitably acknowledged. Quotations must be clearly marked and a reference provided.

You will provide information to us relating to the criteria achieved by students on our Cambridge OCR Moderation Service. This is accessed through My Cambridge. More information is available on our Administration pages.

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7.4 Assessing NEA units

All NEA units are assessed by teachers and externally moderated by our moderators. Assessment of the set assignments must adhere to JCQ's Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

The centre is responsible for appointing someone to act as the internal assessor. This would usually be the teacher who has delivered the programme but could be another person from the centre. The assessment criteria must be used to assess the student's work. These specify the levels of skills, knowledge and understanding that the student needs to demonstrate.

7.4.1 Applying the assessment criteria

When students have completed the assignment, they must submit their work to you to be assessed.

You must assess the tasks using the assessment criteria and any additional assessment guidance provided. Each criterion states what the student needs to do to achieve that criterion (e.g. Summarise the needs of an individual). The command word and assessment guidance provide additional detail about breadth and depth where it is needed.

You must judge whether each assessment criterion has been **successfully achieved** based on the evidence that a student has produced. For the criterion to be achieved, the evidence must show that all aspects have been met in sufficient detail.

When making a judgement about whether a criterion has been **successfully achieved**, you must consider:

- the requirements of the specific NEA task that the student is completing
- the criterion wording, including the command word used and its definition
- any assessment guidance for the criterion
- the unit content that is being assessed.

You must annotate the work to show where evidence meets each criterion (see Section 7.4.2). You can then award the criterion. Assessment should be positive, rewarding achievement rather than penalising failure or omissions.

The number of criteria needed for each unit grade (pass, merit or distinction) is provided in Section 6.4.

The total number of criteria achieved by the student for the unit. The total number of criteria achieved is their 'raw mark'

You must be convinced, from the evidence presented, that students have worked independently to the required standard.

If you have given additional, more specific support or guidance to an individual student to get them started on a task, this must also be recorded on the student's work and/or your recording sheet. You will also need to include this information on the Moderation Service if the student's work is requested as part of the moderation example. This ensures the information is available for our moderator to see. You may give support because the student could not start a task or part of a task that was **critical to them accessing the rest of the task or assignment** (see section 7.3). In this situation, the student should **not** be awarded the assessment criteria for the work which they received help, and the number of criteria achieved must be adjusted appropriately. Recording this **must** also be recorded on the student's work/ recording document (and the Moderation Service

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where this work is requested in the sample) will help our moderator to understand why the assessment criteria have not been awarded.

There should be clear evidence that work has been attempted and some work produced. If a student does not submit any work for an NEA unit, the student should be identified as being absent from that unit.

If a student completes any work at all for an NEA unit, you must assess the work using the assessment criteria and award the appropriate number of criteria. This might be zero.

Your centre must internally standardise the assessment decisions for the cohort **before** you give feedback to students (see Section 7.4.3). When you are confident the internal assessment standardisation and appeals process is complete, you can submit work for moderation at the relevant time. You **must not** add, amend or remove any work after it has been submitted to us for final moderation. Work **must** be kept securely until the end of the review of results process.

7.4.2 Annotating students' work

Each piece of NEA work must show how you are satisfied the assessment criteria have been met.

Comments on students' work and your recording document provide a means of communication about assessment decisions made between teachers during internal standardisation, and with our moderators if the work is part of the moderation sample. (Comments or annotations must not be used as a method of communication with our moderator for any other reason.)

7.4.3 Internal standardisation

It is important that all teachers are assessing work to common standards. For each unit, centres must make sure that internal standardisation of outcomes across teachers and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and our training meetings will provide a basis for your centre's own standardisation. In following years, this, and/or your own centre's archive material, can be used. We advise you to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After you have completed most of the assessment, a further meeting at which work is exchanged and discussed will help you make final adjustments.

If you are the only teacher in your centre assessing these qualifications, we still advise you to make sure your assessment decisions are internally standardised by someone else in your centre. Alternatively, this could be a teacher that may be delivering in another local centre or as part of your Multi Academy Trust (MAT) if levant. Ideally this person will have experience of these types of qualifications, for example someone who:

- is delivering a similar qualification in another subject
- has relevant subject knowledge.

You must keep evidence of internal standardisation in the centre for our moderators to see.

We have a guide to how internal standardisation can be approached on our website.

7.4.4 Reattempting work to improve the grade before submitting marks to us

As described in Section 7.2, **before** submitting a final outcome to us for external moderation, you can allow students to repeat any element of the assignment and rework their original evidence. We refer to this as a reattempt. A reattempt allows the student to reflect on **internal** feedback, and to

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improve their work. A reattempt is **not** an iterative process where students make small modifications through ongoing feedback to eventually achieve the desired outcome.

Any feedback **must** be noted by you and a record of this kept in centre. We have provided a feedback form for this purpose, which can be found on our website and Teach Cambridge. We recommend that you use the feedback form we provide or create your own recording form.

To summarise, a reattempt is a process that is internal to the centre. This allows students to rework their evidence:

- after it has been marked by you as a complete assignment
- before it is submitted to us as the final work.

A reattempt **must** be done before submission for external moderation. When a student submits the work to you as final for external moderation, they **must not** complete any further work on any aspect of it.

7.4.5 Resubmitting moderated work to us to improve the grade

We use the term 'resubmission' when referring to student work that has previously been submitted to us for moderation. Following moderation, if you and the student feel they have not performed at their best during the assessment, the student can, with your agreement, improve their work and resubmit it to you again for assessment and to us for external moderation. You must be sure it is in the student's best interests to resubmit the work for assessment. There is one resubmission opportunity per NEA assignment. If you have submitted the same assignment twice for a student, they will need to use the next live assignment for any further reattempt and resubmission.

Students can only resubmit work using the **same** assignment if the assignment is still live. The live assessment dates and intended cohort will be shown on the front cover of the assignment. We will not accept work based on an assignment that is no longer live. If the assignment is no longer live, students will need to produce work using the new live assignment for the unit for the resubmission.

If students are resubmitting using a new live assignment, they can use the evidence they produced for the previous assignment, but they will need to make any changes that are necessary so that the work meets the requirements of the new scenario and task.

Students can also build on the work to improve it. All work for a resubmission must be completed under the required teacher supervised conditions and marked against the assessment criteria and assessment guidance. You must not over direct students on how to adapt/improve work to meet the requirements of the new assignment. You must adhere to all requirements relating to giving and recording feedback from Section 7.3 and Section 7.4.4.

To summarise, a resubmission is the reworking and submitting of assignment evidence and marks to us, following previous external moderation by us.

7.5 Moderating NEA units

The purpose of external moderation is to make sure that the standard of assessment is the same for all centres and that internal standardisation has taken place.

Our Administration pages give full details about how to submit work for moderation.

This includes the deadline dates for entries and submission of marks. For moderation to happen, you must submit your marks **at least 10 working days** before your visit.

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7.5.1 Submitting outcomes

When you have assessed the work, given students their marks and the opportunity to review them (see **Informing students of their marks** in Section 7.3), you must submit the total number of criteria achieved (raw marks) for each student using the Moderation Service. This is accessed via My Cambridge. The marks must be submitted to us **at least 10 working days** before your moderation visit. You must have made NEA unit entries before you can submit marks.

7.5.2 Sample requests

Once you have submitted your marks, we will tell you which work will be sampled as part of the moderation process. Samples will include work from across the range of students' attainment. You must submit the sample work **and** the assessment criteria awarded, **at least three working days** before your visit. Failure to submit or late submission of samples will be classed as maladministration and may result in a malpractice investigation.

For students requested in the sample, you **must**:

- submit full details of each individual criterion achieved on the Moderation Service.
    - this must include providing any additional information related to criteria that look to be achieved but you have not awarded for specific reasons (e.g. because plagiarism was detected or because additional support was given to the student to get them started on a task).
- upload work to our Submit for Assessment service.

At the same time as you submit the above information for students in the sample, you must upload to Submit for Assessment the detail of each criterion achieved by every student in the cohort for which you have submitted outcomes. This information may be captured on unit recording sheets (URS) or another recording document.

Any recording document used must include the same information that is captured on the URS for each student:

- The qualification and unit name
- The candidate name(s) and number(s)
- The assignment taken (e.g. Set A) and scenario title
- The date
- The assessment criteria for the unit and whether each criterion has been achieved or not
- Any additional information related to criterion that may look to be achieved but you have not awarded for specific reasons (e.g. because plagiarism was detected or because additional support was given to the student to get them started on a task).

We have provided a unit recording sheet (URS) for each NEA unit which you may use to help capture this information as you are assessing students' work. We have also provided a spreadsheet recording document for each size of unit, which you may prefer to use for your student cohort.

These can be downloaded from the qualification webpage or Teach Cambridge. The URS are **not** mandatory documents. You may use the spreadsheet we provide or create your own recording document to capture the required information instead.

Students' work must be securely kept until after the unit has been awarded and any review of results and appeals windows are closed.

We need sample work to help us monitor standards. We might ask some centres to release work for this purpose. We will let you know as early as possible if we need this from you. We always appreciate your co-operation.

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7.5.3 NEA outcomes

You will know the outcomes of moderation after your moderation visit. On results day, for each student, you will be sent the unit grades and the raw marks (number of criteria achieved). The raw marks will be converted to UMS. (More information about raw marks and UMS is in Section 6.4.)

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8 Administration

This section gives an overview of the processes involved in administering these qualifications. More information about the processes and deadlines involved at each stage is on our Administration pages.

8.1 Assessment availability

There are two assessment opportunities available each year for the externally assessed units: one in January and one in June. Students can be entered for different units in different assessment series.

All students must take the exams at a set time on the same day in a series.

NEA assignments can be taken by students at any time during the live period shown on the front cover. It is important you use the set assignment that is released in the same calendar year as the new cohort starts to ensure that students have two years to use the assignment.

There are two series (windows) each year to submit NEA outcomes. All dates relating to NEA moderation are on our Administration pages.

(More information is in Section 8.5.2.)

Qualification certification is available at each series.

8.2 Collecting evidence of student performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of student performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering this qualification to students at your centre.

For more detailed information on collecting evidence of student performance please visit our website.

8.3 Equality Act information relating to Cambridge Advanced Nationals

The Cambridge Advanced Nationals require assessment of a broad range of skills and, as such, prepare students for further study and higher-level courses.

The Cambridge Advanced National qualifications have been reviewed to check if any of the competences required present a potential barrier to disabled students. If this was the case, the situation was reviewed again to make sure that such competences were included only where essential to the subject.

8.4 Accessibility

There can be adjustments to standard assessment arrangements based on the individual needs of students. It is important that you identify as early as possible if students have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and that you choose a qualification or adjustment that allows them to demonstrate attainment.

If a student requires access arrangements that need approval from us, you must use Access arrangements (online) to gain approval. You must select the appropriate qualification type(s) when you apply. Approval for GCSE or GCE applications alone does not extend to other qualification

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types. You can select more than one qualification type when you make an application. For guidance or support please contact our Special Requirements Team.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ document Access Arrangements and Reasonable Adjustments.

If you have students who need a post-exam adjustment to reflect temporary illness, indisposition or injury when they took the assessment, please read the JCQ document A guide to the special consideration process.

If you think any aspect of these qualifications unfairly restricts access and progression, please email Support@ocr.org.uk or call our Customer Support Centre on **01223 553998.**

The following access arrangements are allowed for this specification:

Access arrangement	**Type of assessment**
Reader/Computer reader	All assessments
Scribes/Speech recognition technology	All assessments
Practical assistants	All assessments
Word processors	All assessments
Communication professional	All assessments
Language modifier	All assessments
Modified question paper	Timetabled exams
Extra time	All assessments with time limits

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8.5 Requirements for registering students and making unit entries

We provide information on key dates, timetables and how to submit marks on our website.

Your centre must be registered with us as an approved centre before you enrol students and can make entries. Centre approval should be in place well in advance of making your first entries. Details on how to register with us are on our website.

8.5.1 Registering your students

At the start of the course, you need to register your students for the relevant Cambridge Advanced Nationals subject. The registration code for this subject is A019.

Full information about how to register students is on the Administration page of our website.

8.5.2 Making unit entries

When students are ready for assessment, you must make exam and NEA unit entries for the relevant assessment series. You need to know the unit entry codes. Students submitting work must be entered for the appropriate unit entry code from the table below.

The short title for these Cambridge Advanced Nationals is AAQ CAN. This is the title that will be displayed on Interchange, and some of our administrative documents.

You need to register your students first, before you can make individual unit entries. Individual unit entries should be made for each series in which you intend to submit or resubmit an NEA unit or sit an externally assessed examination.

Unit entry code	Component code	Assessment method	Unit titles
F400	01	Written paper	Fundamentals of mental health and the individual
F401	01	Written paper	Mental health, wellbeing and society
F402	01	Moderation	Supporting and promoting mental health and wellbeing in organisations
F403	01	Moderation	Community-based support for mental health and wellbeing
F404	01	Moderation	Supporting mental health and wellbeing with physical activity
F405	01	Moderation	Supporting mental health and wellbeing with outdoor and creative activities

Full information about how to make entries for units is on our Administration page.

8.6 Certification rules

You must enter students for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded. These are the qualifications that students should be entered for:

- Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Certificate) - certification code H098.
- Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society (Extended Certificate) - certification code H198.

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8.7 Unit and qualification resits

Students can resit the assessment for each unit and the best result will be used to calculate the certification result. Students may resit each externally assessed unit twice before certification.

Resit opportunities must be fair to all students and **not** give some students an unfair advantage over other students. For example, the student must not have direct guidance and support from the teacher in producing further evidence for NEA units. When resitting an NEA unit, students must submit new, amended or enhanced work, as detailed in the JCQ Instructions for conducting non-examination assessments (Vocational and Technical Qualifications).

When you arrange resit opportunities, you must make sure that you do not adversely affect other assessments being taken.

Arranging a resit opportunity is at the centre's discretion. Summative assessment series must not be used as a diagnostic tool and resits should only be planned if the student has taken full advantage of the first assessment opportunity and any formative assessment process.

8.8 Post-results services

A number of post-results services are available:

- Reviews of results - if you think there might be something wrong with a student's results, you may submit a review of marking or moderation.
- Missing and incomplete results - if an individual subject result for a student is missing, or the student has been omitted entirely from the results supplied you should use this service.
- Access to scripts - you can ask for access to marked scripts.
- Late certification - following the release of unit results, if you have not previously made a certification entry, you can make a late request, which is known as a **late certification.** This is a free service.

Please refer to the JCQ Post-Results Services booklet and our Administration page for more guidance about action on the release of results.

For each NEA unit, a review of moderation can only be requested for the cohort. It cannot be requested for individual students.

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Appendix A: Command Words

External assessment

The table below shows the command words that will be used in exam questions. This shows what we mean by the command word and how students should approach the question and understand its demand. Remember that the rest of the wording in the question is also important.

Command Word	Meaning
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Annotate	• Add information, for example, to a table, diagram or graph
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Choose	• Select an answer from options given
Compare	• Give an account of the similarities and differences between two or more items or situations
Complete	• Add information, for example, to a table, diagram or graph to finish it
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Draw	• Produce a picture or diagram
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Give examples	• Give relevant examples in the context of the question
Identify	• Name or provide factors or features from stimulus
Label	• Add information, for example, to a table, diagram or graph until it is final
Outline	• Give a short account or summary
State	• Give factors or features • Give short, factual answers

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Non examined assessment (NEA)

The table shows the command words that will be used in the NEA assignments and/or assessment criteria.

Command Word	Meaning
Adapt	• Change to make suitable for a new use or purpose
Analyse	• Separate or break down information into parts and identify their characteristics or elements • Explain the different elements of a topic or argument and make reasoned comments • Explain the impacts of actions using a logical chain of reasoning
Assess	• Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts
Calculate	• Work out the numerical value. Show your working unless otherwise stated
Classify	• Arrange in categories according to shared qualities or characteristics
Compare	• Give an account of the similarities and differences between two or more items, situations or actions
Conclude	• Judge or decide something
Describe	• Give an account that includes the relevant characteristics, qualities or events
Discuss (how/whether/etc)	• Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement
Evaluate	• Make a reasoned qualitative judgement considering different factors and using available knowledge/experience
Examine	• To look at, inspect, or scrutinise carefully, or in detail
Explain	• Give reasons for and/or causes of something • Make something clear by describing and/or giving information
Interpret	• Translate information into recognisable form • Convey one's understanding to others, e.g. in a performance
Investigate	• Inquire into (a situation or problem)
Justify	• Give valid reasons for offering an opinion or reaching a conclusion
Research	• Do detailed study in order to discover (new) information or reach a (new) understanding
Summarise	• Express the most important facts or ideas about something in a short and clear form

We might also use other command words but these will be:

- commonly used words whose meaning will be made clear from the context in which they are used (e.g. create, improve, plan)
- subject specific words drawn from the unit content.

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